

File ID Number	13-2533
Introduction Date	2/12/14
Enactment Number	14-0225
Enactment Date	2-12-14
By	



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

To: Board of Education

From: Dr. Gary Yee, Acting Superintendent and Secretary, Board of Education
By: Maria Santos, Deputy Superintendent, Instruction, Leadership & Equity-in-Action
Vernon Hal, Deputy Superintendent, Business & Operations

Subject: District Submitting Grant Proposal

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2013-2014 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2013-2014 fiscal year were submitted for funding as indicated in the chart below. The Grant Face sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
13-2533	Yes	Grant	Coliseum College Prep Academy	To Support Social Justice Pathway	August 26, 2013 through June 12, 2014	California Dept. of Education	\$50,000.00

DISCUSSION:

The District created a Grant Face Sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$50,000.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal year to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

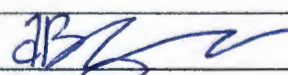
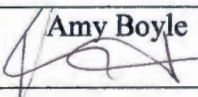
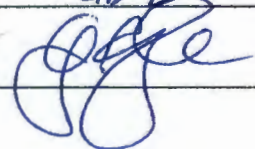
ATTACHMENTS:

OUSD Grants Management Face Sheet

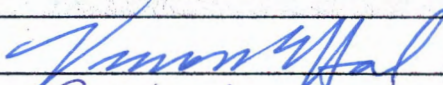
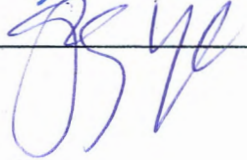
Title of Grant: Specialized Secondary Programs	Funding Cycle Dates: 0-7J/01/2013 - 06/30/2014
Grant's Fiscal Agent: High School Innovations and Initiatives Office, Career and College Transition Division, California Department of Education, 1430 N Street, Suite 4202, Sacramento, CA 95814-5901 Main Phone: 916-319-0893 FAX: 916-319-0168	Grant Amount for Full Funding Cycle: \$50,000.00
Funding Agency: California Department of Education	Grant Focus: College and Career Readiness
List all School(s) or Department(s) to be Served: Coliseum College Prep Academy	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	CCPA proposes to use the SSP Planning Grant to collaboratively design a program using innovative and proven instructional methodologies to deliver the standards-based core content and organizational structures that support professional development, student supports, and the sustainability of the proposed pathways.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.17% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	The impact of the program on stakeholder satisfaction will be measured through pre and post surveys and focus groups. Satisfaction among stakeholder groups will also be evaluated through process measures, including attendance and meetings and engagement with the proposed Social Justice Pathway.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes. The school and community partners will invest \$38,050 as a supplement to the grant in order to reach the desired outcomes of the grant.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 4.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes the services will be grant funded. An maximum indirect rate for the grant was included at 3%.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No. Students will be in the classroom during the school day working on developing the skills necessary to successfully serve as community leaders. They will then put those skills into practice during internships.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Amy Carozza, 1390 66 th Ave, Oakland, 94621 510-409-1241

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Amy Carozza		10/18/13
Department Head (e.g. for school day programs or for extended day and student support activities)	Amy Boyle Kevin Taylor, Executive Officer HHSchool	 	10/18/13

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Sele. Nadel-Hayes Vernon Hall		12-3-13
Superintendent	Gary Yee		12/16/13

SPECIALIZED SECONDARY PROGRAM APPLICATION

Signature Page (Form A)

Please complete all requested information. **Original signatures must appear on the signature lines.**

School Information

Coliseum College Prep Academy	Social Justice and Community Leadership		
School Name	Curriculum or Focus Area		
Social Justice Pathway			
Proposed Specialized Secondary Program Name			
Amy Carozza	amy.carozza@ousd.k12.ca.us		
Principal's Name	Principal's E-mail		
1390 66 th Ave	510-639-3201	510-639-3215	
School Mailing Address	School Phone	School FAX	
Oakland	94621	Alameda	
City	Zip	County/District/School (CDS) Code	
Amy Carozza	Principal	510-409-1241	510-639-3201
SSP Site Contact	Title	Contact Phone	Contact FAX
amy.carozza@ousd.k12.ca.us	www.ousd.k12.ca.us		
Contact E-mail	School Web Site		

District Information

Oakland Unified School District	Alameda	
School District Name	County	
Dr. Gary Yee	510-879-8200	
District Superintendent/Designee Name	District Telephone	
1000 Broadway Ave	Oakland	94606
District Mailing Address	City	Zip
Kevin Taylor	Network Executive Officer	
District Contact Person for SSP Grant	Title	
510-879-8133	kevin.taylor@ousd.k12.ca.us	
Telephone	E-mail	

I support this application for a SSP at the school listed above. I assure that the district and school applying for a SSP Grant will adhere to the intent and letter of California *Education Code* sections 58800-58806. The school and its administration will work to plan a program that will provide advanced learning opportunities for all students in the school. Any curriculum developed for the SSP will be shared with other schools in California.

Signature of District Superintendent or Designee

David Kakishiba
President, Board of Education

Date

2/13/14
10/18/13

Signature of Site Principal

Date

File ID Number: 13-2533

Introduction Date: 2-12-14

Enactment Number: 14-0225

Enactment Date: 2-12-14

Rv

School Information and Community Description (Form B)

In order for the SSP application to be complete, please supply all of the information requested below.

School Information

Coliseum College Prep Academy

School Name

Social Justice Pathway

Proposed SSP Program Name

School Demographics

Total School Enrollment: 473

Total Number of Students Identified as Limited-English Proficient: 210

Percent of Total School Enrollment for Students Identified as Limited-English Proficient: 44%

Total Number of Students Identified as Economically Disadvantaged: 454

Percent of Total School Enrollment for Students Identified as Economically Disadvantaged: 96%

Race/Ethnicity	Number	Percent of Total Enrollment
American Indian or Alaska Native	0	0
Asian	2	.4%
Pacific Islander	4	.8%
Filipino	0	0
Hispanic or Latino	413	87.3%
African American, not Hispanic	51	10.7%
White, not Hispanic	1	.2%
Other Multiple, or No Response	2	.4%

School Geography (check only one)

☐ Urban, Inner City

☐ Rural

☒ Urban

☐ Rural, Geographically Remote

☐ Suburban

☐ Other

Community Description (complete on separate page per the following instructions)

On a separate sheet of paper, provide a **one-page description** about the geographic area in which the school is located. Include information about the community, businesses/industries, and local colleges/universities; discuss the economic goals, opportunities, and challenges of your community. This narrative is for clarification purposes and will not be scored when considering your application. Do not describe the school.

I. Background of Coliseum College Prep Academy

1. History

Coliseum College Prep Academy (CCPA) was created as a 6th through 12th grade school to serve families in East Oakland. CCPA was created as part of the Oakland Unified School District's (OUSD) small schools reform initiative in 2006. The Bill and Melinda Gates Foundation heavily supported the small school development process and CCPA itself during the first few years of implementation. Although over a dozen small schools were created in OUSD, CCPA is one of the few remaining small schools in the district and among the top tier high schools (as measured by A-G graduation rate, API, and drop out rates). CCPA opened in 2006 with an instructional program designed to bridge the gap between student needs and our vision of achievement for every student. CCPA serves a rich and diverse community, but one that comes with significant academic and social needs.

Vision Statement- 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 systems and an evolving, technology driven world. Students will leave Coliseum College Prep with the skills and knowledge necessary to pursue their vision for the future and confidence 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.

In 2011-12, CCPA gained 47 points in California Academic Performance Index. In addition, 78% of 10th graders attending CCPA at the time of the assessment passed the English Language Arts portion and 72% of CCPA 10th graders passed the Math portion of the California High School Exit Exam. This represented one of the highest pass rates in the district and a significant improvement from the previous years.

2. Current Programs/Grants

Some students currently build a strong base of knowledge in one of two career pathways: Health and Entrepreneurial Business. Students are prepared for internships and concurrent enrollment in community college in 11th and 12th grades, allowing them

to ultimately be more competitive in the college application process. Students are provided instruction in soft skills - such as cooperation, organization, and facilitative leadership. Additional instruction in 21st century skills - the use of the tools in Google Drive, presentations that integrate technology and industry specific experience - provide CCPA students the skills necessary to be competitive in the future. These specialized career pathways also provide students an identity within the larger school, pride, special attention, and additional opportunities for future success. These College Career pathways are developed in partnership with community partners including BUILD and Youth Bridge. They are complemented by CCPA's Elev8 Full Service Community Schools framework. Elev8 is in its sixth year of implementation and is currently funded by Atlantic Philanthropies and local funding.

II. Description of the New, Advanced Program and Goals

1. *Program Description*

CCPA is requesting Specialized Secondary Program (SSP) funds to support the development of a new, advanced Social Justice Career Pathway. The focus of the proposed program was determined directly by CCPA students. Over the last two graduating classes, we noticed trends as CCPA students chose their own topics for senior projects. Students have chosen topics related to law and social justice at a consistently high rate. In addition, CCPA has worked with partners, including community based organizations and local university professors, to hone this focus beginning with the development of a Saturday School Program called the History of Gangs.

The Social Justice Career Pathway will provide participating students with the opportunity to explore the core content area of social studies through the development of knowledge of ethnic studies, social movements, and law and justice all centered in Oakland's rich history and diversity. The proposed career pathway will be rigorous and rich in standards-based curriculum content. Specifically, the planning and development process will align the Social Justice Career Pathway curriculum with the Common Core Standards in Social Studies, Language Arts, and Math, as well as the state's Service Learning standards.

In addition, innovative and proven instructional methodologies and organizational structures will be built into the proposed program to facilitate deep study of the core content areas described above.

Currently CCPA implements two college and career pathway programs, Health and BUILD, that support students beginning in 9th grade and through graduation. These programs are aimed to target academic needs, foster motivation, build a sense of identity and community within our school and in academia, and build college competitive applicants. Each pathway consists of unique course offerings, such as Entrepreneurial Business, through the BUILD Pathway. These courses are co-developed between teachers and community partners, including college professors, social service providers, education non-profits and other partnerships including community organizations, mentors and businesses. Pathway course developers invest in their pathways group creating a unique structure of support and a high quality learning environment that provides individualized learning opportunities. Lessons learned from the development and implementation of the existing pathway programs will inform the proposed planning process.

2. *Key Goals of the SSP*

The goals of the Social Justice Career Pathway are to develop the 21st century skills essential for post-secondary education and careers. Specifically, these key overarching goals include the development of the following skills and abilities in all student participants:

- Ability to engage in academic discourse
- Ability to effectively write an argumentative document
- Ability to engage in close reading of texts
- Ability to work collaboratively
- Presentation skills
- Interpersonal skills
- Project Management skills
- Organizational tools, including the ability to use a wide variety of technological tools to support their work.

The proposed goals will be assessed based on created rubrics and are designed to facilitate student learning outcomes that create:

- 1) **Learners**: Students who take initiative. Students who are curious and self determined. Students who have the skills to be life long learners. Students who are reflective and constantly improve and show growth over time.
- 2) **Thinkers**: Students who can solve problems, think critically, and appreciate diverse perspectives. Students who can apply their learning to the real world. Students who can use and apply math. Students who seek to understand how the physical world works. Students who consistently demonstrate achievement.
- 3) **Communicators**: Students who can write and express themselves effectively in multiple ways. Students who are excellent readers. Students who can use technology flexibly. Students who have fluency in more than one language. Students who can listen actively. Students who can clarify and question effectively.
- 4) **Citizens**: Students who are active participants and leaders in their community. Students who question and understand our society and its history. Students who take pride in themselves, care about their peers, and value the diversity of their communities. Students who practice fairness, honesty, and take responsibility for themselves and their community.

CCPA proposes to use the SSP Planning Grant to collaboratively design a program using innovative and proven instructional methodologies to deliver the standards-based core content and organizational structures that support professional development, student supports, and the sustainability of the proposed pathways.

The further goal of creating this college and career pathway is to provide equitable opportunities to all of our students including those in special education in an area of interest. The development of this pathway will allow us to serve all students at our school with a rich, linked learning opportunity.

3. *Students to be Served*

A total of 35 incoming 9th graders are anticipated to enter the Social Justice Career Pathway the first year of implementation. An additional cohort of 35 9th graders

will enter the pathway each subsequent implementation year. Within a four-year period an estimated 140 CCPA students will be active pathway participants.

III. Curriculum Development

1. *Proposed Courses*

Two of the new courses planned are a 9th grade Social Justice course and a 10th grade Advanced Social Justice and Movements Course. The 9th grade Social Justice class will explore the history of racial and ethnic communities in the U.S and with a focus on Oakland. This course will introduce students to the Social Sciences, including Sociology, Political Science, Economics and History. Topics related to racial, ethnic and cultural identity and personal efficacy will be explored in the context of critical pedagogy. During this course we plan to have students participate in a partnership with the community organization buildON. Here students will participate in project design and impact reflection cycles around community service projects.

The Advanced Social Justice and Movements course will engage students in the in-depth study and analysis of social movements in the U.S. as well as relevant legal actions. Deeper student learning will be supported in the Social Sciences in this 10th grade course. Students will dive into and be supported in developing the core competencies in the Social Sciences described above. In addition, students will be introduced to the field of law and justice and the intersection between law and justice and Sociology, Political Science, and Economics. This course will be partnered with multiple community organizations such as BAY-Peace, Centerforce, I-SEED and others. Cohorts will support the work of community partner programs in their social justice work serving Oakland. In their Advanced Social Justice class at CCPA, we will build a reflective process that develops schema to analyze their work alongside a general study of substantial social movements- the parts, organizational structures, contexts, strategies and leadership. From there, students will analyze and reflect understanding of their community organization and the moves and impact they are making. The students 10th grade capstone project will be a plan for the next moves they would recommend to the organization (after 8 months of work), an effort to implement/ present their plan and a reflect on their own personal growth and development.

Traditionally these areas of the Social Sciences are only offered in post-secondary education. Introducing these academic areas in the 9th and 10th grade initially, and later through 12th grade, will provide students with meaningful opportunities for advanced preparation for post-secondary education and/or careers in the areas of Law and Social Justice. Further, the planned courses will go beyond a standard, high-quality instructional program in that these courses will be tied to community-based Service Learning projects that will ground classroom learning in the everyday reality of student participants and allow them to practice their developing core competencies.

2. Proposed Design Team

The proposed design team will consist of the following CCPA Leadership Team members: Ms. Amy Carozza, Ms. Amy Boyle, and Ms. Fabiana Ahumada. Ms. Carozza is the Principal and possesses a M.A. in Special Education from San Francisco State University. Ms. Carozza is an expert in skills instruction and differentiated instruction, and will work on the team to ensure that the proposed pathway is accessible to all CCPA students, including those with disabilities. Ms. Boyle has a M.A. in Urban Education from the University of California, Berkeley. She is an expert in the use of technology in the enhancement of teaching and learning. Ms. Ahumada brings a M.S. in Educational Leadership from the Cal State East Bay. Her expertise is in working with English Learners and in creating organizational structures that support in-depth study of targeted content areas. These three administrators also possess Teaching and Administrative Credentials. The engagement of the CCPA Leadership Team will guarantee the school buy-in to the Social Justice Pathway, and ensure future full implementation of the program, including, but not limited to, the investment of future site-based funding to sustain the pathway.

Additional design team members will include other key CCPA staff, such as Sarah Moore-Goepfert and Perry Bellow-Handelman. Both play key roles in the existing pathways and will ensure that lessons learned from the development/implementation of those pathways will help guide the development of the proposed project. Finally, an advisory committee will be created during the planning phase to provide external professional resources from local universities, community leaders, and community-

based partners to support the development process. The advisory committee will also help ensure that the content of the SSP represents advanced practices and theory in the Social Sciences.

3. *Technology*

Technology will be heavily used to enhance teaching and learning in the proposed Social Justice Pathway program. Technology will be used to support data collection to track student learning and identify areas for program improvement. Technology will also be used to facilitate collaborative and project based learning in the classroom and the community. For example, Google Drive will be used in collaborative document production. As the use of technology is a goal of the proposed program, students will be introduced to and develop core competencies in using a wide range of technological tools common in the 21st century workplace.

In addition, students and families will use Jupiter Grades, a data management system, to track their own progress and build ownership of their own learning and efficacy. This efficacy is critical in post secondary education and workplace settings. Students will be expected to know exactly how they are progressing in the pathway in real time so that adjustments can be made immediately. These strategies will be developed along with the necessary organizational structures to support them during the SSP planning phase.

IV. Instructional Strategies, Partnerships, Community Involvement, and Support Services

1. *Innovative Instructional Strategies and Organizational Design*

CCPA has identified the following key innovative instructional strategies to explore for use in the proposed SSP: team teaching, service learning, project-based learning, mentoring and linked-learning. The CCPA team believes that these strategies go hand-in-hand in ensuring that teachers have the support needed to be successful and students have in-depth opportunities to ground their classroom learning in their own real life experiences.

CCPA uses an extended day beyond the regular six-periods as an organizational design element to allow students and teachers the time needed to explore and engage in advanced practices and theory within the core content areas of the Social Sciences, particularly in the context of social justice. Jupiter Grades will be extended into the organizational structure of the pathway to provide unprecedented access to student performance data.

2. Partnerships and Supports Identified to Support the Proposed SSP

CCPA is a 6th-12th grade school. The vast majority of the middle school students matriculate into the 9th grade at the school, eliminating the need to recruit middle school students into the high school. Moreover, CCPA is uniquely geographically positioned to partner with its primary feeder elementary schools. CCPA is located on the same campus as its two feeder elementary schools and the preschools that feed directly into those feeder elementary schools. The result is a pre-K through 12th grade pipeline that supports strong partnership between CCPA and its primary feeder schools.

A key partnership for CCPA has been with the local community college system. CCPA is currently able to offer upper division students the opportunity to do concurrent enrollment at a local community college as part of the Make the Road program. This allows CCPA students to experience college before graduating from high school. Expansion of this partnership will be explored during the planning phase. Strategies for incorporating Make the Road into the proposed SSP will be developed to provide SSP students with the opportunity to go beyond what can be offered at CCPA.

CCPA is an Elev8 Full Services Community School, one of only five in OUSD. The school integrates a comprehensive range of partners in the areas of extended learning, health and family support. These partners will lend expertise, staffing, and other supports to enhance the Social Justice Pathway. Several of these partners have submitted Letters of Collaboration in the Attachment to the SSP proposal. Currently, all partners participate in a monthly Partners Meeting to coordinate services across the school. Partners are coordinated by the full-time, Elev8 Project Coordinator, Robert Campbell. Partners are actively engaged in providing services to students and families

on a daily basis at CCPA. These services would extend to students and their families participating in the proposed pathway.

CCPA has existing partnerships with community organizations that works to support students with various experiences to engage them and allow them to serve their community and develop their college application resume, but we have yet to deeply partner outside of BUILD in our Entrepreneurial Business pathway. We want this for our Social Justice pathway, so we will deepen some existing partnerships and find new partnerships.

New partnerships with local institutions of higher education, community organizations, and other sectors will be explored during the planning phase of the SSP. It is important to note that the critical infrastructure needed to secure, integrate and sustain partnerships with key stakeholder groups already exists at CCPA.

CCPA houses a comprehensive Family and College Resource Center (FCRC) that provides an array of family support services, including a food pantry, legal services, and adult education. The FCRC works with families and students in a variety of capacities, from helping parents be more involved in the education process to working with students on applying to colleges. The FCRC will assist in the engagement of parents and family members of the students in the proposed SSP by helping to implement family surveys and focus groups during the planning phase.

3. Student Academic, Career, and Social Support Strategies

CCPA students have a broad range of both academic and social/emotional support. The Coordination of Services Team (COST) led by the Elev8 Project Coordinator works with partner agencies to ensure students have the support they need to succeed. This team is made up of administration, the Elev8 Coordinator, an outreach consultant, three mental health providers, staff from the School Based Health Clinic, and our FCRC staff. These services are funded by a wide variety of both public and private funders, including Atlantic Philanthropies, The Scully Foundation, Zellerbach Foundation, OUSD, the City of Oakland, and Alameda County. Safe Passages, the Elev8 lead agency, has played a critical role in leveraging these resources to provide

student and family support services. Please see the letter of collaboration included in the Attachment.

All of these different components are site-based and serve the general student population at CCPA in various ways. The outreach consultant supports staff in running restorative justice circles and guiding restorative conversations. The mental health staff serve on the Positive Behavior Intervention and Support Team (PBIS) that helps guide the culture of the school's discipline policy. In addition, the mental health staff provides direct clinical case management and mental health services to students and families. CCPA houses a fully operational School Based Health Center (SBHC) administered by our community health partner, La Clinica de La Raza. The SBHC provides medical, dental and health education services to CCPA students and their families. The SBHC ensures that students are receiving the health care they need to be successful in school and reduces absenteeism. FCRC staff work with student and their families to create a college going culture as mentioned above.

Students receive more individualized support from the COST after being referred by teachers, parents, staff or administration or by not meeting the academic and behavioral standards of the school. Once a student is either referred or qualified for COST, the COST will design a support plan that meets the individual student's needs. This could involve extra tutoring by the AmeriCorps members at CCPA, counseling (group or individual), health check-ups, parent meetings, or other services deemed necessary for the student to succeed. COST intervention plans are then monitored by the team to ensure that students progress.

The comprehensive system of student and family supports will be incorporated in the Social Justice Pathway to ensure that all students have the supports needed to be successful in the program. Finally, student leadership will be integrated into the SSP to provide student voice into the design and implementation process. Students will be invited to participate on the program advisory committee discussed earlier in the proposal.

V. Professional Development

1. Major Professional Development Needs

Expectations for CCPA Staff are extremely high, with teachers expected not only to be instructional leaders, but also innovators, advisors, organizers, and social justice advocates. While we compensate teachers for all expected duties outside the standard Oakland Education Association contract, we still require a high degree of efficacy, independence, and innovation in the classroom. CCPA has historically identified the professional development needs of staff members as a school priority in the delivery of high quality programs and services. CCPA faculty is key to the success of the SSP and are committed to designing and implementing the proposed program. Successful implementation of the pathway, however, will require professional development.

Among the major professional development needs of staff members to be engaged in the implementation of the proposed Social Justice Pathway is curriculum development. CCPA staff will be required to build their capacity to develop and tailor curriculum to the individual needs of students in the SSP to ensure the effective implementation of the SSP and that the key goals and outcomes are achieved. In addition, staff members have professional development needs related to their capacity to align the curriculum with the new Common Core Standards in Social Studies, Language Arts and Math.

Another important professional development need of staff engaged in the proposed pathway program identified is related to rubric norming, the creation of common instructional rubrics in the Pathway and the larger school. CCPA strives to ensure that the quality and consistency of instruction is strong horizontally and vertically in the school. This requires rubric norming and the usage of common instructional rubrics for teachers to ensure that every student has access to a consistently high quality curriculum and is measured fairly at each grade level across all teachers.

2. Proposed Professional Development Strategies

CCPA proposes a complement of professional development strategies to meet the needs of staff engaged in the planning and implementation of the SSP. These strategies include staff retreats to facilitate collaboration, development of a Professional

Learning Community to support peer learning, observation of instructional strategies, Instructional Rounds, reflection, data analysis, and an array of program improvement strategies. The combination of these professional development strategies has supported the implementation of the existing pathway programs at CCPA and incorporated into the professional culture of the school. Strategies will be fully developed during the planning phase. Issues related to creating adequate planning time, externships, and integration of both on site and off site staff development will be thoroughly considered in the planning phase.

Providing staff/faculty opportunities to do observations of similar programs, as well as opportunities to explore innovative instructional and organizational strategies is central to accomplishing the goals of the proposed SSP. Staff and faculty will need to be freed up from their regular duties to participate in professional development activities. SSP planning funds will be used for staff/faculty release time to implement the professional development described in this section.

Finally, we will participate in similar coaching support to that we underwent during the creation of our Entrepreneurial Business Pathway. We will participate in district mentoring with ConnectEd as a partner through our district linked learning office. We will have a CE Coach as a member of design team. This ConnectEd Linked Learning coaching is provided through OUSD. The goal is to have our pathways certified as Linked Learning Pathways through this work.

VI. Marketing the Program and Student Recruitment

1. *Planned Marketing and Recruitment Strategies*

CCPA had a successful history of engaging students who, despite their tremendous potential, have been “turned off” to the traditional educational approaches. 96% of CCPA students are classified as socioeconomically disadvantaged and 100% are students of color. CCPA students are from racial and ethnic groups that are traditionally underrepresented in institutions of higher education. Moreover, students entering CCPA are at risk of school failure as a result of their socioeconomic backgrounds and low levels of educational attainment among adult family members. Over 90% of CCPA students come from families with no adults having completed a

college degree. Conversely, 90% CCPA students have the potential to become the first college graduates in their families.

The focus and content of the proposed Social Justice pathway will be engaging to the CCPA student population described above as it encompasses their own experiences and interests. Marketing/recruitment strategies will be developed to ensure students, parents and the community are informed of the program and its potential benefits. Multi-media marketing/recruitment materials will be created including social media, print media and a web page. These strategies will be integrated into CCPA's existing outreach efforts. Every year CCPA staff conducts home visits for all students in grades 6th-12th. The Social Justice Pathway marketing material will be disseminated during home visits and the program will be discussed with families beginning in 6th grade. Additionally, marketing/recruitment material will be disseminated during OUSD open enrollment fairs for Oakland families, mandatory school registration, through community-based partners and during the family engagement events facilitated through the CCPA Family and College Resource Center. The marketing/recruitment goal will be to achieve 100% penetration of the SSP information to the school community.

CCPA also proposes to create a marketing plan to make the proposed Social Justice Pathway standards-based curriculum to other schools in OUSD and in other school districts in the state. This marketing will include presentations about the proposed SSP program at educational conferences and at a variety of forums to disseminate information about the program to the larger community of educators and support replication of the program. The curriculum will be published and packaged as a model program for dissemination.

2. Ensuring the Participation of Students that Reflect the Demographics of the School

As discussed previously in this application, 100% of CCPA students are students of color and 96% of students are classified as economically disadvantaged. Latino students are the largest ethnic group and about 13% of the student population is African American. Over half of the students come from families who speak a primary language

other than English. English Learners represent the highest need subgroup at CCPA with 50% of all 9th grade students designated as English Learners.

The recruitment strategies described above will specifically target the CCPA student population and key subgroups like English Learners, African American and Special Education students to ensure that students recruited to the proposed SSP reflect the true ethnic and socioeconomic demographics of the school. For example, marketing/recruitment print materials will be translated into different languages to be accessible to families who speak a primary language other than English. Material will also emphasize that program content will focus on the history and sociology of the racial and ethnic groups represented within the CCPA community to engage a diverse group of students. Targeted outreach strategies will be developed to encourage African American students at CCPA to participate in the proposed SSP, as that population is a smaller subset of the general population but should be represented among student participants. Finally marketing/recruitment material will stress that the program is accessible to Special Education student and appropriate accommodations will be made for these target students.

Gender balance is not anticipated as an issue in that equal numbers of male and female students have expressed interest in the proposed focus area of study.

VII. Evaluation

1. *Establishing the Baseline*

CCPA proposes to collect the following data to generate an End of Year Report that provides an evaluation baseline for the proposed Social Justice Pathway program:

- Student and family demographics;
- Student performance data (Standardized test scores, benchmark assessments, GPA, and other multiple measure data);
- Student attendance;
- Student, parent, community based organization, and professional and business satisfaction data related to student learning, school organization, and school governance and management;
- Teacher/staff satisfaction

- Student counseling and support service participation data among the proposed pathway participants; and
- Data to determine the impact of student counseling and support services on enhancement of the program and the success of student participants.

A variety of data collection methods will be integrated into the program. These methods will be both quantitative and qualitative in nature. Quantitative data will be accessed through the OUSD student information system, Jupiter Grades, and data collection systems. Qualitative data will be gathered through surveys and focus groups comprised of the key stakeholder groups, including but not limited to, students, parents, community, teacher/staff, and the professional and business community engaged in the implementation of the proposed SSP.

2. Evaluating the Impact of the Proposed Program

As mentioned above, the impact of the program on stakeholder satisfaction will be measured through pre and post surveys and focus groups. Satisfaction among stakeholder groups will also be evaluated through process measures, including attendance and meetings and engagement with the proposed Social Justice Pathway.

3. Program Improvement

CCPA has a strong school culture of data driven decision-making and using data to drive program improvement within existing programs and services. This culture will extend to the proposed SSP. Data will be used on a daily basis by the CCPA Leadership Team, teachers, support staff and students to guide program improvement. Data will also be used to drive collaboration between CCPA and OUSD on professional development strategies. Results of the data will be used to identify teachers in need of additional coaching and support, effective instructional strategies to be observed and replicated, and emerging gaps in the proposed SSP. Data results will also be used to assess student engagement in the pathway and to tailor the program to the individual learning needs of student participants.

VIII. Project Management

1. *Management Plan*

The CCPA Leadership Team will manage the proposed SSP. This management structure clearly evidences the strong demonstrated support from the site leadership. Pathway teachers and staff will report directly to the Leadership in the design and future implementation of the program. The CCPA Leadership Team will work with the Social Justice design team and the advisory committee in the implementation of the program and on program improvement strategies. The Leadership Team has a proven track record of successful school management, including the successful development and implementation of the Health and Business (BUILD) Pathways at CCPA. Regular progress reports and data will be shared with the design team, advisory committee, and stakeholder groups to promote accountability for program goals and outcomes. The composition of the advisory committee will be students, staff, school district and community members. Both the design team and advisory committee represent the collaborative effort embodied in the initial Social Justice concept and articulated clearly in this proposal.

The goals and outcomes established in this application will become common goals and desired outcomes for all staff and partners. Staff and partners will be held accountable by the Leadership Team for execution of those goals towards accomplishing the desired outcomes of the project.

Letter of collaborations from key partners are included in the proposal Attachment to substantiate the collaborative effort.

2. *CDE Contact and Strategy for working with Existing Site Groups*

The CDE contact for program questions and issues is Ms. Amy Carozza. The proposal described the strategy SSP team (CCPA Leadership, teachers/staff, and partners) will use to work with existing support service partners in the Partnership section of this application. Existing infrastructure like the CCPA Partnership Meetings and the Coordination of Services Team provide established venues for collaborating with partners on the Social Justice Pathway program to support student success in the new advanced program. The SSP team will also engage other existing site group such

as the School Site Council, FCRC, Professional Learning Communities, and the broader school community to fully integrate the proposed program in the culture and organizational structure of the school and support the long-term sustainability of the SSP.

IX. Timeline

PLANNING ACTIVITIES	TIMELINE	RESPONSIBLE PERSON(S)
Initial site level meeting <ul style="list-style-type: none"> Announce result of grant application Establish work plan with timeline Schedule two meetings with partners for feedback on the planning (and contributions) and curriculum once developed. Set regular monthly meeting schedule with broad (last Tuesday of the month for whole team) Every Thursday morning for Carozza and Bellow-Handelman) 	11/17	Carozza
Hold partner meeting and present plan for curriculum development	12/5	Carozza
Hold PLC focused meeting on curriculum development and to get feedback	planning 12/3 executed 12/6	Carozza PLC Leads
Curriculum development by team and lead by Carozza and Bellow	Monthly and weekly meetings	Carozza and Bellow

PLC Leads go on two site visits of existing pathways to gain insight and participate in a feedback meeting to support planning.	January	Bellow
Contractor to research highly effective community leadership and seek to define this to inform the skills and content of the social justice course	January- June	Carozza to find an interested contractor
Broader full day teacher team planning day	February	Carozza
Broader full day teacher team planning day	March	Carozza
Hold a second meeting for broader feedback and support	April	Carozza
Incorporate feedback	May	Bellow
Create materials for recruitment for Social Justice Pathway course in 2013-14.	May and June	Bellow and Carozza
Hire a teacher and solidify partnerships.	June	Carozza
Recruit partner programs for 10th grade course partnerships	June	Contractor and Carozza

One Page Community Description

Coliseum College Prep Academy (CCPA) is situated on 66th and International on the former Havenscourt campus. 70% of our student body resides in the 94621 area code. Over 90% live within a mile of the school. The surrounding community is predominantly Latino and African American. Two housing projects directly border the school - the recently remodeled Lion's Creek to the west and Lockwood Gardens to the north. The school is less than a mile east of the O.Co Coliseum and Oracle Arena, the homes to Oakland's three professional sports teams. Mills College is the closest college, approximately a mile east up Havenscourt Blvd.

The closest business centers are located approximately a mile in either direction on High Street to the north and 73rd to the southeast. Mi Pueblo on High Street is the closest large grocery store and Eastmont Mall is the closest commercial center.

International is lined with small haciendas, corner stores, barber shops, auto mechanics, and small restaurants. There are numerous and visible empty storefronts in this stretch, which contributes to blight within the neighborhood.

According to 2010-2011 Measure Y data, CCPA's sending area contains the five police beats with the highest "community stressor index" in the entire city - a measurement comprised primarily of incidents of violent crime, poverty rates, and truancy/suspension rates (City of Oakland Urban Strategies Council). Additionally, CCPA's zip code contains the highest number of parolees in the city of Oakland by a staggering 25% (Bureau of Prison Statistics, 2006).

There are several strong community footholds within a mile of the school, however. Acts Full Gospel Church is on 66th, less than two blocks away, and is a well known and active force in the African American community. Rainbow Community center is 4 blocks north, and hosts summer cooking classes and a skate park utilized by CCPA. East Oakland Youth Development Center (EOYDC) is on 82nd and is a popular summer destination for many elementary and middle students in the neighborhood.

Grant Budget (Form C)




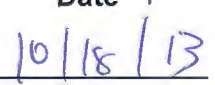
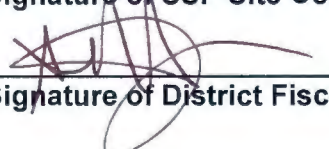
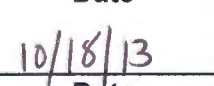
Each SSP applicant must submit this form and a Budget Narrative (not to exceed three pages) that explains all proposed expenditures under each expenditure code. Indicate cash or in-kind contributions that are provided by the district and community/business partners as sources of match.

General Information

Oakland Unified School District	01-61259-0112797
District Name	County/District/School (CDS) Code
Coliseum College Prep Academy	Amy Carroza
School Name	Principal's Name
Social Justice Academy	Amy Carroza
Proposed SSP Program Name	SSP Site Contact
\$50,000	Ruth DuBose
Amount Requested	District Fiscal Contact

Budget

Expenditure Codes	SSP Grant Funds	District Local Match (cash or in-kind)	Private, Public, Non-Profit Sectors Match (cash or in-kind)	Budget Item Totals
1000 Certificated Salaries	\$27,790	\$5,000	\$0	\$32,790
2000 Classified Salaries	\$0	\$2,000	\$8,000	\$10,000
3000 Employee Benefits	\$8,000	\$2,800	\$0	\$10,800
4000 Books and Supplies	\$7,710	\$200	\$0	\$7,910
5000 Services and Other Operating Expenditures (other than Travel)	\$5,000	\$10,000	\$10,000	\$25,000
5200 Travel and Conferences	\$0	\$50	\$0	\$50
6000 Capital Outlay	\$0	\$0	\$0	\$0
7000 Indirect Charges (California Department of Education approved rates apply)	\$1,500	\$0	\$0	\$1,500
Totals	\$50,000	\$20,050	\$18,000	\$88,050

	
Signature of Principal	Date
	
Signature of SSP Site Contact	Date
	
Signature of District Fiscal Contact	Date

Budget Narrative

Expenditure Codes	Narrative Explanation	SSP Budget
1000	<p><u>Certificated Salaries:</u></p> <ul style="list-style-type: none"> · Coordinator. Responsible for all aspects of program, curriculum development and grant administration (.2 FTE) \$20,000 · Stipends for teachers to plan and align cross curriculum projects that target leadership skills. Here, we will define our whole school learning outcomes and benchmark the student performances that with align their development to meet these outcomes. \$23.16 X 10hrs X 25 teachers \$5,790 · <u>Substitute Teacher Pay :</u> \$2,000 20 days, calculated at \$100 per day = \$2000 1. 10 days for site visits to other innovative programs (2 visits x 5 people x 2 days, prior to feedback) 2. 10 days for collaboration—To be used for developing new curriculum with Ms. Bellow (two days with 5 PLC leads) 	
3000	<p><u>Employee Benefits</u></p> <p><i>Benefit package on certificated salary and classified salaries.</i></p>	\$ 8,000
4000	<p><u>Books and Supplies</u></p> <ul style="list-style-type: none"> · A laptop computers to be used coordinator—(1 X \$3,500) · LCD Projector for student/teacher presentations (1 x \$700) 	\$7,710

	<ul style="list-style-type: none"> 1 color inkjet printer Materials and supplies for professional development and program creation, including professional books related to instructional strategies to be implemented, software, etc. Supplies and materials to develop promotional materials, including brochures, posters, etc. 	
5000	<p><u>Services and Other Operating Expenses</u></p> <p>Community Leadership Analysis completed by a consultant to engage a variety of stakeholders in meeting and research what makes a successful community leader in Oakland, the US and the work. Report out at least monthly for the duration of planning. \$25 X 100 hrs</p> <p>Contractor to build internship placement sites with identified community leaders for the 2013-14 school year. \$25 X 100hrs</p>	<p>\$2,500</p> <p>\$2,500</p>
6000	<p><u>Capital Outlay</u></p> <p>n/a</p>	\$0
7000	<p><u>Indirect Costs</u></p> <p>[Total of line items 1000 – 5000 x indirect cost rate percentage (3.45%)]</p>	\$ 1,500
	Total	\$50,000

One Page Community Description

Coliseum College Prep Academy (CCPA) is situated on 66th and International on the former Havenscourt campus. 70% of our student body resides in the 94621 area code. Over 90% live within a mile of the school. The surrounding community is predominantly Latino and African American. Two housing projects directly border the school - the recently remodeled Lion's Creek to the west and Lockwood Gardens to the north. The school is less than a mile east of the O.Co Coliseum and Oracle Arena, the homes to Oakland's three professional sports teams. Mills College is the closest college, approximately a mile east up Havenscourt Blvd.

The closest business centers are located approximately a mile in either direction on High Street to the north and 73rd to the southeast. Mi Pueblo on High Street is the closest large grocery store and Eastmont Mall is the closest commercial center.

International is lined with small haciendas, corner stores, barber shops, auto mechanics, and small restaurants. There are numerous and visible empty storefronts in this stretch, which contributes to blight within the neighborhood.

According to 2010-2011 Measure Y data, CCPA's sending area contains the five police beats with the highest "community stressor index" in the entire city - a measurement comprised primarily of incidents of violent crime, poverty rates, and truancy/suspension rates (City of Oakland Urban Strategies Council) . Additionally, CCPA's zip code contains the highest number of parolees in the city of Oakland by a staggering 25% (Bureau of Prison Statistics, 2006).

There are several strong community footholds within a mile of the school, however. Acts Full Gospel Church is on 66th, less than two blocks away, and is a well known and active force in the African American community. Rainbow Community center is 4 blocks north, and hosts summer cooking classes and a skate park utilized by CCPA. East Oakland Youth Development Center (EOYDC) is on 82nd and is a popular summer destination for many elementary and middle students in the neighborhood.



October 17, 2013

To whom it may concern,

I am pleased to offer this enthusiastic letter of support for Coliseum College Preparatory Academy's (CCPA) application for Specialized Secondary Programs (SSP) funding. CCPA is a model school that offers the kind of education that every California student deserves to receive. It is a beacon of functionality in a system that often appears to be falling short of meeting many students' needs. If there is any school that can use SSP funds effectively to address the least privileged communities in Oakland, it is CCPA!

BAY-Peace has worked with a wide range of high schools over the last eight years. We offer a youth leadership program that engages Oakland students in building better alternatives for youth through peer-based education, creative arts and community organizing. CCPA stands out among Oakland schools in a number of ways. I'll offer just a few examples.

CCPS's program is rigorous, extensive and well integrated. It is very clear that students and staff alike work extremely hard to reach out to families and community partners to engage with the school toward the goal of meeting the needs of *all* students. Students are heavily involved in District-wide leadership efforts such as the All City Council and Meaningful Student Engagement Coalition. Likewise, students are encouraged to provide leadership at CCPA by organizing cultural events and youth focused activities. Parents are actively involved in the school community, and families are notified on a weekly basis of the opportunities to participate in school events. Community organizations like BAY-Peace are treated as respected partners in the education of CCPA students. The communication system to keep everyone updated on their busy schedule is unrivaled in my two decades of experience with Oakland schools.

So what does CCPA intend to do next to improve their program? Their plan is to devote SSP resources to building their students' capacity to become the Community Leaders that Oakland needs. They will do this by creating a 9th and 10th grade course sequence that builds a social justice, college and career readiness pathway. With an emphasis on equity, this new program will ensure that all students who are entering the 11th and 12th grades are ready to make the best possible use of the opportunities offered in CCPA's "Make the Road" internship and concurrent college enrollment program. Their aim is to offer a way for all 470 students at CCPA, including students in Special Education, English

language learners, etc., to funnel through a logical and cumulative sequence of course work and community engagement internships. The proposed program will include Restorative Justice, Community Service projects that offer a linked learning experience and build interpersonal skills for deep collaborative work, as well as using an assets based Ethnic and Oakland Studies curriculum. If anyone can pull off this challenging set of goals, CCPA can!

BAY-Peace looks forward to partnering with CCPA to offer social justice coursework and internships for their students. We are excited about the possibilities for contributing to their creation of a truly equitable, rigorous and socially relevant curriculum that serves students, their families *and* the community.

Please feel free to contact me with any further questions you might have.

Sincerely,

A handwritten signature in dark ink, appearing to read "Susan N. Quinlan", with a long horizontal stroke extending to the right.

Susan N. Quinlan
Coordinator
Cell: 510-725-5432



250 Frank H. Ogawa Plaza, Suite 6306, Oakland, CA 94612
www.safepassages.org

Ms. Amy Carozza, Principal
Coliseum College Preparatory Academy
1390 66th Ave.
Oakland, CA 94621

RE: Specialized Secondary Program (SSP) funds letter of collaboration

Dear Ms. Amy Carozza:

We write this letter of collaboration for to the proposal being submitted by Coliseum College Preparatory Academy for the Specialized Secondary Program (SSP) funds to support the development of a new, advanced Social Justice Career Pathway.

We understand that the goals of the Social Justice Career Pathway are to develop the 21st century skills essential for postsecondary education and careers, and that the focus of the proposed program was determined directly by CCPA students. Safe Passages is deeply committed to these principles and submits its support to this collaborative effort.

Safe Passages has been an active partner of CCPA for over five years through the Elev8 initiative. As the lead entity for Elev8, Safe Passages has worked collaboratively with CCPA to establish a Coordination of Services Team (COST) to ensure students have the support they need to succeed. The team, made up of administration, an outreach consultant, mental health providers, staff from the school based health clinic, and the school's Family Resource Center staff is coordinated by the Safe Passages Elev8 Coordinator who is full time on the CCPA campus. In addition, Safe Passages has collaborated with CCPA in the development of the Saturday School Program called the History of Gangs.

Safe Passages is fully committed to continuing the collaboration with CCPA and to assisting the school leverage funding and implementing best practice programs for all students on campus. We are confident that the SSP will be a successful endeavor under your leadership.

Sincerely,

Josefina Alvarado Mena
CEO



October 17, 2013

To Whom It May Concern:

It is with great pleasure that I write this letter of support for CCPA in their application for the CDE Specialized Secondary Programs grant. I am writing on behalf of buildOn, a non-profit organization that works in collaboration with high schools to provide opportunities and support to students for greater engagement and service within their own communities and communities around the world. Through our program students are exposed to social issues in our local and global communities, participate in community service, and work to build schools in 6 countries internationally becoming part of a larger movement to increase access to education on a global scale. This year 4 students will have the opportunity to travel abroad and work in partnership with a community to build a school, expanding their understanding of community from a global perspective.

This is our first year working at CCPA and thus far the partnership has been ideal. We had the opportunity to expand our program into 1 new school for 2013-14 and after meeting with many principals I had no doubts that CCPA was the school we should collaborate with. Principal Carozza's passion for her students and their future was so palpable with every meeting that we had, as was her desire to provide them with every opportunity possible for personal and academic growth. She and her staff go above and beyond to make sure that their students leave CCPA with an academic and "life" education to be successful upon graduation. Their dedication to family engagement generates a family buy-in and creates a community feel within the school. Our staff member has felt included in that community from the onset and is even participating in home visits to solidify connections with families. Ms. Carozza's administrative team stands out in comparison to other schools in which we work across San Francisco and Oakland in their support and dedication to community partnerships.

Through our education and service programming we aim to build students 21st century skills, specifically around collaboration, organization, project management, and leadership. By taking students outside of the classroom to serve their communities they are given the opportunity to apply this knowledge and further develop their skills to work hard, reflect, face challenges, and change perspectives/assumptions about themselves and people around them. As students are challenged to go outside of their comfort zone they gain confidence and learn how they can work with others despite perceived differences. This ability to move past preconceived notions and fears allows students to affect positive change in their school and neighborhood communities. Ideally, buildOn would have the opportunity to work with students in the classroom as well as in the community. One thing that attracted us to CCPA was the pathway structure and more specifically the work being done with BUILD on campus. This sort of structure allows for a perfect collaboration in which a community partner can fully impact and engage students on a deeper and more meaningful level.



www.buildon.org

With such an intensive programming model our modest budget does not allow for the sort of model we strive to have at CCPA. I believe that this grant could take the work that we are currently doing to new levels. It is part of our mission to prepare students to become college ready, self-directed, independent learners who will become productive members in society. Our partnership with CCPA is a clear example of how with the right school partnership we can achieve this goal. I strongly endorse CCPA and advocate for more resources to support and grow the amazing work that they are doing.

Sincerely,

A handwritten signature in black ink, appearing to read "Jamie Pelsui". The signature is fluid and cursive, with a large initial "J" and "P".

Jamie Pelsui
buildOn CA Regional Manager

jamie.pelusi@buildon.org

- [415-399-2827](tel:415-399-2827)

- [415-846-4708](tel:415-846-4708)

buildon.org



North/West Oakland
1212 Broadway, Suite 630
Oakland, California 94612
P: 510.271.8244 | F: 510.271.7944
www.build.org

October 17, 2013

RE: Recommendation for Coliseum College Prep Academy CDE SSP grant

To Whom It May Concern:

We are writing in support of Coliseum College Prep Academy (CCPA), and their strong leadership team, as a well-qualified recipient of CDE SSP grant funding to create a Social Justice College and Career Pathway.

During the fall of 2011, BUILD established a partnership with CCPA to offer our 4-year entrepreneurship and college preparation program to CCPA students, beginning with a 9th grade in-school elective. From the outset, it was clear how much the students at CCPA benefitted from BUILD's 21st Century Skills-based curriculum and the way in which the BUILD students became leaders on campus. In observing these gains, the CCPA staff immediately jumped to action, building out an entrepreneurship pathway so that students could focus on these 21st Century Skills throughout their school day, and not just during their time participating in BUILD afterschool in the 10th-12th grade years. As the next step in the pathway, CCPA developed a Business Seminar for 10th graders which focused on 21st Century Skills such as oral communication, collaboration, entrepreneurial thinking and goal-setting, while infusing the application of fundamental literacy and math skills into the development of the students' actual businesses. The results for this 10th grade class were extremely strong with 95% of the students passing their CAHSEE exams and 100% of students presenting a capstone project that demonstrated understanding of the value of education as well as what they need to do in order to stay on track and be ready for college. This success was only possible because of the strong collaboration between BUILD and CCPA and the desire and abilities of CCPA's administration to integrate and leverage the best practices of the BUILD program in their school culture and programming.

Based on our experience collaborating in the development of the Entrepreneurial Business Pathway, it is clear that CCPA has an administrative team with a strong vision and a staff that is willing and eager to engage with and integrate external programs and organizations in their work to ensure student success. As a school, CCPA demonstrates a special focus on student needs, tailoring programs in order to motivate students and keep them invested in their education. They have proven to be leaders in developing innovative solutions to enhance student learning and ensure college readiness and partnering with nonprofit and other community organizations to do so. The CDE SSP grant will enable CCPA to build out an effective Social Justice pathway in line with the Entrepreneurial Business Pathway so that every CCPA student has access to essential, non-traditional 21st Century Skill development. More specifically, these funds will provide students with necessary resources and afford CCPA the opportunity to partner with programs and individuals that will move the pathway forward.



North/West Oakland
1212 Broadway, Suite 630
Oakland, California 94612
P: 510.271.8244 | F: 510.271.7944
www.build.org

We believe in principal Amy Carozza and her staff. They are really good at partnering and really good at running a high school. They demonstrate time and again their ability to serve students well with their passion and their competence. We highly recommend CCPA to receive funding for a Social Justice College and Career Pathway. With funding from a CDE SSP grant, Amy and her team have the desire and the skills to build an effective, impactful program to better serve CCPA students.

Please do not hesitate to contact us with any further questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Collins".

Paul Collins
Executive Director, Bay Area
pcollins@build.org

A handwritten signature in black ink, appearing to read "Erin Brannan".

Erin Brannan
Program Director, Bay Area
ebrannan@build.org

17 October 2013

To Whom it May Concern,

The Linked Learning Office of the Oakland Unified School District is in firm support of Coliseum College Prep Academy's application for Specialized Secondary Program funding through the California Department of Education.

Coliseum College Prep Academy (CCPA) has created a very successful BUILD program to support students who are interested in entrepreneurship. However, this program is only able to serve some of the students at CCPA, and other students at the school continue to struggle to find a "hook" to keep them engaged in their educations. To solve this problem, CCPA is proposing an SSP to provide another viable, affirmative choice for CCPA students. Their explicit goal is to create a 9th and 10th grade course sequence that builds out a social justice college and career pathway to feed equally into their Make the Road internship and concurrent enrollment program.

The proposed SSP course sequence is:

A 9th grade community service/ Oakland studies (Ethnic Studies) class focused on:

- ▣ Building students' 21st century skills- presentation, collaboration, organization, project management, leadership, technology skills
- ▣ Building students' to have growth mindsets- persistence, hard work, reflection, applying knowledge, listening, questioning, changing perspectives, etc.
- ▣ Using an assets based Oakland Studies curriculum and examining who we are- personally, as a community, as a member of many communities, and why we are here.
- ▣ Building Community Service projects as a linked learning experience. Our goal is to grow students who can see assets and plan projects to grow strength within our community. Students will progress from a planning and reflection cycle around a day to a 14 session (7 week) to a semester long service project where they gain independence in project plan and topic. Ultimately, they gain the skills listed above.

A 10th grade Civic Engagement course in which:

CCPA students move in small cohorts to a community organization of their choosing to join their work serving Oakland. They will serve 6- 10 hours a week. In their CCPA class, teachers build a reflective process that develops schema to analyze student work alongside a general study of substantial social movements - the parts, organizational structures, contexts, strategies and leadership. From there, students will analyze and reflect understanding of their community organization and the moves and impact they are making. The students' 10th grade capstone project will be a plan for the next moves they would recommend to the organization (after 8 months of work), an effort to implement/ present their plan, and a reflection on their own personal growth and development.

By the 11th grade, CCPA students will feed into their Make the Road program where they will choose individual internships and concurrent enrollment opportunities to further build them into the Community Leaders that Oakland needs.

The Oakland Unified School District has adopted a graduate profile that includes the attribute of "civically engaged," an asset that many Oakland youth identify as being a major personal goal. The work the CCPA is doing is ahead of the curve in this area. We hope you will consider funding their newly proposed Secondary Specialized Program.

Sincerely,



Gretchen Livesey
Director | Linked Learning Office
Oakland Unified School District
2607 Myrtle Street, room 200
Oakland, CA 94607