

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Coliseum College Prep.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- Measure N
- 21<sup>st</sup> Century Learning

**Recommendation:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Coliseum College Prep.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** Coliseum College Prep Academy  
**CDS Code:** 1612590112797  
**Principal:** Amy Carozza  
**Date of this revision:** 6/6/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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 District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

**2017-2018 Single Plan for Student Achievement Recommendations and Assurances**

School Site: Coliseum College Prep Academy

Site Number: 232

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> 21st Century        |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <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: 4/28/17

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:**

Amy Carozza

*AB*

4/28/17

School Principal

Signature

Date

*Eldridge Persons*

*[Signature]*

4/28/17

Print name of SSC Chairperson

Signature

Date

Preston Thomas

*[Signature]*

5/2/17

Network Superintendent

Signature

Date

Marcus Silvi

*Marcus Silvi*

5/25/17

Coordinator, Office of Accountability Partners

Signature

Date

## 2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

| Date                            | Stakeholder Group                  | Engagement Description                                  |
|---------------------------------|------------------------------------|---|
| Jan. 2017 - June 2017           | SSC                                | Share and overview during multiple SSC meetings.        |
| "Newsletter" 4/28/17 to 4/30/17 | Staff, community members, partners | Site Plan shared via weekly newsletter for review.      |
| April 11, 2017                  | PLC Lead meeting                   | Feedback/Review session.                                |
| April 27, 2017                  | Measure N Pathway meeting          | Feedback/Review session.                                |
| April 25, 2017                  | Individual meetings                | Individual meetings with staff, for feedback and input. |
|                                 |                                    |   |
|                                 |                                    |   |
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|                                 |                                    |   |
|                                 |                                    |   |
|                                 |                                    |   |

## 2017-2018 Final Budget

### Programs Included in This Plan

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

| State Programs   | Projected Budget    | Final Budget  |
|--|---------------------|---------------|
| Local Control Funding Formula Base Grant<br>... <b>General Purpose Discretionary #0000</b> | \$125,188.00        | TBD           |
| Local Control Funding Formula Supplemental Grant<br>... <b>LCFF Supplemental #0002</b>     | \$336,850.26        | TBD           |
| Local Control Funding Formula Concentration Grant<br>... <b>LCFF Concentration #0003</b>   | \$100,000.00        | TBD           |
| After School Education and Safety Program<br>... <b>ASES #6010</b>                         | \$128,838.45        | TBD           |
| <b>TOTAL:</b>  | <b>\$690,876.72</b> | <b>\$0.00</b> |

| Federal Programs   | Projected Budget    | Final Budget  |
|--|---------------------|---------------|
| Title I, Part A: Schoolwide Program<br>... <b>Title I Resource #3010</b>           | \$76,148.80         | TBD           |
| Title I, Part A: Parent Engagement Activities<br>... <b>Title I Resource #3010</b> | \$2,550.12          | TBD           |
| 21st Century Community Learning Centers<br>... <b>Title IV Resource #4124</b>      | \$232,510.01        | TBD           |
| <b>TOTAL:</b>  | <b>\$311,208.93</b> | <b>\$0.00</b> |

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## PART 1: ABOUT THE SCHOOL

### 1A. School Description

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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 Learners, Thinkers, Communicators and Citizens!

### 1B. School Mission and Vision

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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.

### 1C. School Multi-Year WASC Goals

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*Length of WASC Accreditation:* 6 years

*Last WASC Self-Study:* 2012-13

*Next Self-Study:* 2018-19

#### School WASC Goal:

1. Provide more space for Advisory groups to meet and provide personal counseling for students
2. Continue work in the vertical articulation of curriculum, assessments and grading from 6th through 12th grades. The PLCs provide a crucial vehicle for this work and should be facilitated and enhanced to improve collaboration between them.
3. Maintain the small size of the school to facilitate the critical personal relationships with students and families
4. CCPA should send staff to participate in WASC training and on visiting committees to become more familiar with the value in writing a well-developed report for future Accreditation Visiting Committees.

#### Associated LCAP Goal:

## PART 2: NEEDS ASSESSMENT

### 2A. Schoolwide Strengths and Challenges

| Focal Area                      | Strengths   | Challenges   |
|---------------------------------|---|--|
| <b>Graduate Outcomes</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>Post-Secondary Readiness</b> | Average SAT scores, SRI Increase, SBAC Math   | College persistence - not financially sustainable, social isolation;<br>fully understanding what being in college really means: Student writing is FAR off the mark. There is a steep learning curve for even our highest level writers. Need to splay apart copy vs content editing. Students do not feel embraced by the support they are receiving. |
| <b>Climate and Culture</b>      | Suspension rates - reduction over time in both severe incidents that may result in suspension as well as actual suspensions (numerous alternatives); Disproportionality of AA out of class referrals has reduced. | Chronic Absences- lack of sanctions/ consequences left at the site level. No teeth to district SARB process. Disconnect with community around what constitutes acceptable attendance and/or what is the impact.; High levels of out of class referrals stagnant despite system shift.  |
| <b>Rigorous Academics</b>       | Focus on reading intervention, student reading is improving over time   | Math Challenge - UC System; need an A-G math analysis/geometry compression course; Senior project development and support; Student Course Failure/ efficacy of academic intervention and support; Credit recovery is poor quality/ not rigorous; Need stronger Capstones to build student reflection on success and work habits/ choices               |
| <b>Pathway Development</b>      | Successfully started the CS pathway   | Staff turnover in pathways is difficult to manage.<br><br>CS Pathway is mostly 9-11 with a small group in 12th. Uneven cohorts and work demands.   |

### 2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

| Focal Area | Highest Leverage Challenge | Root Cause Analysis of Highest Leverage Challenge | Linked Learning Criteria |
|------------|----------------------------|---|--------------------------|
|------------|----------------------------|---|--------------------------|

|                                 |  |  |                                   |
|---------------------------------|--|--|-----------------------------------|
| <b>Graduate Outcomes</b>        | Keeping students motivated to persist despite different goals than 4yr college.    | Most broadly, we have a subgroup of children that do not take up hard work or identify differently than "college bound". We have structures to force them to progress, but at some point their degree of not working hard takes over. They can be seen in classes not working hard. We need to build the instructional momentum and reflection processes to build students who don't work hard in class into people who do work hard in class. Longer term, it is this group that fails multiple courses, is off track and transfers to continuation school. We never get them fully working and invested.   | Personalized Student Support      |
| <b>Post-Secondary Readiness</b> | Students must have a plan to garner the financial resources to persist in college. | Our students need a lot of money and support to be successful in college. In alumni circles and surveys, we hear from students that they do not feel embraced by support in college. We want to build systems of support that look similarly to college systems to support our students in identifying and utilizing the support structures available to them in college. Likewise, we want to build up our supports to find them the maximum financial aid opportunities and college friendly work opportunities to support their financial situations. Additionally, students need persistence support to help them meet the benchmarks of a successful college students. We need to develop a partnership to support us in connecting our alumni with these supports.                                       | Personalized Student Support      |
| <b>Climate and Culture</b>      | Chronic Absence is still a substantial issue.                                      | Not suspension, but out of class referral data.<br><br>We have repeatedly shifted our systems/ processes around out of class referral and chronic absence to improve these numbers. Our data remains stagnant. We will need to dig through data and find something that works. Both of these issues are being studied closely.   | School Leadership & School Vision |
| <b>Rigorous Academics</b>       | Science credit recovery for HS students.   | We continue to need to build plans to address science credit recovery. This is an area of need that we continue to problem solve on a case by case basis.<br><br>There are multiple issues we are working on to better challenge and build our students academically. For math, we need to build a course that will allow our students to get to calculus without the double math one year in 9-11.<br><br>With regard to our Senior Projecty and capstones, they have evolved over time. That said, our various pathways have different ways of aligning to them. Ultimately, we need to replan them with attention to consistently benchmarking what we need from all kids to be successfully college and career ready. This is multi-year work. First, we need to get the computer science pathway started. | Equity/Access/ Achievement        |



|                            |   |  |                                   |
|----------------------------|---|--|-----------------------------------|
| <b>Pathway Development</b> | Supporting new pathway staff in building both an aligned vision and plan for their nontraditional work. | Continue to conduct broad staff searches for these positions. Try to build staff capacity and vision for the work. | School Leadership & School Vision |
|----------------------------|---|--|-----------------------------------|

## 2C. Current Strategy Analysis

| Current 16-17 Strategies                              |  | Fully Implemented? | Evidence of Effectiveness? | Analysis of Strategy Implementation and Effectiveness   |
|---|--|--------------------|----------------------------|---|
| <b>Schoolwide Instructional Improvement Strategy:</b> | Singular PD topic associated with observations   | Yes                | Yes                        | We completed a series of training whole staff in partnership with the district's ELMA office. The PD series is called ALLAS- Academic Language and Literacy Aquisition for Secondary schools.         |
| <b>Culture &amp; Climate Improvement Strategy:</b>    | Revise/ differentiate our referral process for tiers 2 and 3                                   | Not Yet            | Not Yet                    | We have multiple additional structures- Regularly scheduled circles, therapy. Therapists aren't getting our most behaviorally difficult kids into therapy. Admin case management?                     |
| <b>Pathway Development Strategy:</b>                  | Refinement of pathway academic support   | Yes                | Not Yet                    | Not sure if it is as effective as we need. Need tighter staffing. Need staff retention. Need people to hold the boundries of academic expectations. What is hard about it?                            |
| <b>Design Feature #1 (New/Emerging):</b>              | Writing Center   | Yes                | Yes                        | The writing center is running and staffed. It is shaping up to be a strong support for teacher directed structures and differentiation in addition to being a drop in writing center to support kids. |
| <b>Design Feature #2 (New/Emerging):</b>              | Computer Science course sequence, partnerships and experiences (summer, weekend- coordination) | Yes                | Yes                        | CS is running 6-11th and will grow to 12th in 17-18. We have and continue to build partnerships to support the work.  |
| <b>Design Feature #3 (New/Emerging):</b>              | Beginning full inclusion   | Yes                | Yes                        | CCPA is running a full inclusion program and is increasing staffing and support for next year.  |
| <b>Signature Element #1 (Established):</b>            | Family and Community Engagment and Support   | Yes                | Yes                        | Family Engagment and support continues to be an area of strength and support for CCPA.  |
| <b>Signature Element #2 (Established):</b>            | Reading intervention   | Yes                | Yes                        | CCPA's reading intervention is showing success in moving kids reading levels forwards. To maximize the impact, we are adding in a more structured independent reading program fo rnext year.          |

|  |                                      |     |     |  |
|--|--------------------------------------|-----|-----|--|
| <b>Signature Element #3<br/>(Established):</b> | Academic support and inclusion       | Yes | Yes | 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. |
| <b>Signature Element #4<br/>(Established):</b> | Concurrent enrollment and Internship | Yes | Yes | CCPA continues to offer dual enrollment and internship programs to build college success and real world skills for students.   |

### PART 3: ANNUAL SCHOOL GOALS

| FOCAL AREA               | Long-Term Goal for 2020   | Related SPF Indicator #1 | Target Student Group | 2015-16 Baseline   | 2016-17 Target   | 2017-18 Target  | Related WASC Goal  |
|--------------------------|---|--------------------------|----------------------|--|--|---|--|
| <b>Graduate Outcomes</b> | From the class of 2017, send fewer than 8 students to continuation school (across 9-12th grade) | Graduation Rate          | All Students         | From the class of 2016 who started together in 9th grade, we lost 10 to continuation school. | From the class of 2017 who started together in 9th grade, we lost 7 or 8 to continuation school.<br>Performance: 6 Students transferred to continuation school, 6 transferred to other high schools, and 1 dropped out.<br>Goal partially met. | From the class of 2018 who started together in 9th grade, we lost 7 to continuation school. | Course pass rates. There has been a dramatic increase in F grades over three years despite an overall increase in standardized test scores. Course failures dramatically impact graduation potential and college competitiveness. It also reflects the general disengagement of students in their education. |

|  |  |                             |                     |  |   |   |
|--|--|-----------------------------|---------------------|--|---|---|
| <p><b>Post-Secondary Readiness</b></p> | <p>60% of students who matriculate to college will return to college for their sophomore year.</p> <p>From the 16 who matriculated in 2012, 7 went back for a sophomore year.<br/>From the 15 who matriculated in 2013, 10 went back for a sophomore year.</p> | <p>On Track to Graduate</p> | <p>All Students</p> | <p>From the 31 who matriculated in 2015, 27 went back for a second semester.</p> <p>From the 31 who matriculated in 2015, 25 went back for a sophomore year.</p> | <p>From the XX who matriculated in 2016, XX went back for a second semester. From the XX who matriculated in 2016, XX went back for a sophomore year.</p> | <p>Course pass rates. There has been a dramatic increase in F grades over three years despite an overall increase in standardized test scores. Course failures dramatically impact graduation potential and college competitiveness. It also reflects the general disengagement of students in their education.</p> |
|--|--|-----------------------------|---------------------|--|---|---|

|   |   |                    |                     |   |  |   |   |
|---|---|--------------------|---------------------|---|--|---|---|
| <p style="text-align: center;"><b>Climate and Culture</b></p> | <p>Out of class referrals (OCR) will be reduced by 50%.</p> | <p>Suspensions</p> | <p>All Students</p> | <p>Average 26 OCR per week across the school</p> <p>AA an average of 4.4 OCR per week (45% reduction)</p> <p>AA Students are 12% of the population and 17% of OCR</p> | <p>Average 13 OCR per week across the school</p> <p>AA an average of 2 OCR per week</p> <p>AA Students population and OCR % are the same. 0 disproportionality.</p> <p>Performance (3/15/17):</p> <p>Average 24 OCR per week across the school</p> <p>AA an average of 6.1 OCR per week</p> <p>AA Students 12.5% population and OCR 25 % are the same. The is a 2-1 disproportionality</p> | <p>Average 13 OCR per week across the school AA an average of 2 OCR per week AA Students population and OCR % are the same. 0 disproportionality.</p> | <p>Disproportionate outcomes. Suspension and achievement rates for African American students are disproportionately negative when compared to the rest of the school population. Combined with a declining African American population in the school in general, we are running the risk of not adequately serving a major part of the greater Havenscourt community.</p> |
|---|---|--------------------|---------------------|---|--|---|---|

|                                   |   |                                 |                     |   |   |  |  |
|-----------------------------------|---|---------------------------------|---------------------|---|---|--|--|
| <p><b>Rigorous Academics</b></p>  | <p>Improve overall SBAC scores by 5% in the proficient and approaching proficient categories on both the ELA and Math assessments..</p> <p>Maintain approximately 50% of students with a GPA of 3.0 or higher.</p> <p>Less than 10% of students have below a 2.0 GPA either semester</p>  | <p>SBAC Math</p>                | <p>All Students</p> | <p>15% proficient in math and 34% approaching</p> <p>25% proficient in ELA and 25% approaching</p> <p>As of Semester 1 finish, 49% of CCPA students have a 3.0 or higher.</p> <p>In semester 1 of 2015-16, 14% of students had below a 2.0 GPA.</p> | <p>20% proficient in math and 39% approaching</p> <p>25% proficient in ELA and 25% approaching</p> <p>Less than 10% of students have below a 2.0 GPA either semester.</p> |  | <p>Instruction for English Language learners specifically long term English Language Learner. While there has been some movement on the CELDT test over time, CCPA is still far short of the goal of reclassifying an EL in two years. This subgroup represents our lowest median GPA as well as many of our CAHSEE non-passers.</p> |
| <p><b>Pathway Development</b></p> | <p>100% of students are enrolled in pathways 9-12</p> <p>Academic support/ after school/ internship and partner agencies are planned and coordinated tightly to create a strong program for kids.</p> <p>Pathways have clearly aligned and differentiated capstones (aligned for all students to meet school pathway outcomes and with the specific pathway outcomes) and an expo process (or other process) to showcase those proficiencies.</p> | <p>Culture/Climate: Student</p> |                     |   |   |  |  |

**PART 4: STRATEGIES**

| Major Improvement Strategies   |   | 1st Linked Learning Implementation Criteria           | 2nd Linked Learning Implementation Criteria           |
|--|---|---|---|
| <b>Schoolwide <u>Language &amp; Literacy</u> Improvement Strategy:</b> | Independent reading to compliment skills based reading intervention continuum grades 6-10.    | Personalized Student Support                          | Equity/Access/Achievement                             |
| <b>Schoolwide <u>Mathematics</u> Improvement Strategy:</b>             | Math and Science collaboration  | Building a Rigorous Academic Core: Teacher Conditions | Building a Rigorous Academic Core: Teacher Conditions |
| <b>Culture &amp; Climate/SEL Improvement Strategy:</b>                 | Staff culture committee   | Building a Rigorous Academic Core: Teacher Conditions | School Leadership & School Vision                     |
| <b>Pathway Development/Implementation Strategy:</b>                    | Revise 11th and 12th grade capstones across stands of the pathway.                            | School Leadership & School Vision                     | Program of Study & Master Scheduling                  |
| Measure N Design Features  |   | 1st Linked Learning Implementation Criteria           | 2nd Linked Learning Implementation Criteria           |
| <b>Measure N Design Feature #1:</b>                                    | Writing Center  | Building a Rigorous Academic Core: Student Conditions | Equity/Access/Achievement                             |
| <b>Measure N Design Feature #2:</b>                                    | Computer Science course sequence, partnerships and experiences (summer, weekend-coordination) | Work-Based Learning                                   | Building a Rigorous Academic Core: Student Conditions |
| <b>Measure N Design Feature #3:</b>                                    | Beginning full inclusion  | Building a Rigorous Academic Core: Student Conditions | Equity/Access/Achievement                             |
| Signature Elements (Established Practices)                             |   | 1st Linked Learning Implementation Criteria           | 2nd Linked Learning Implementation Criteria           |
| <b>Signature Element #1 (Established):</b>                             | Family Engagement   | Equity/Access/Achievement                             | School Leadership & School Vision                     |



|  |  |  |  |
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|  |  |  |  |

| <b>Schoolwide Mathematics Improvement Strategy: Math and Science collaboration</b> |                                      |   |   |
|--|--------------------------------------|---|---|
| <b>Strategic Action</b>  | <b>Strategy This Action Supports</b> | <b>Associated LCAP Action Area (for funded actions)</b> | <b>Primary Target Student Group for This Action</b> |
| Teacher to support middle school elective, BSU and inclusion support.              | Beginning full inclusion             | A2.2: Social Emotional Learning                         | African-American Students                           |

| <b>Culture &amp; Climate/SEL Improvement Strategy: Staff culture committee</b>  |  |   |   |
|---|--|---|---|
| <b>Strategic Action</b>   | <b>Strategy This Action Supports</b>   | <b>Associated LCAP Action Area (for funded actions)</b> | <b>Primary Target Student Group for This Action</b> |
| Stipends for Division team leads to support the teachers with advisory, home visits, awards, etc.   |  | A2.2: Social Emotional Learning                         | All Students  |
| Stipends for teachers and staff to participate in home visits.<br>Teacher Extended Contract- home visits  | Beginning full inclusion   | A6.5: Academic Parent-Teacher Communication & Workshops | All Students  |
| Stipends for teachers and staff to participate in home visits.<br>Teacher Extended Contract- home visits  | Beginning full inclusion   | A6.5: Academic Parent-Teacher Communication & Workshops | All Students  |
| RJ Coordinator to support in building strong, inclusive classrooms for a diversity of students (RJ Coordinator)   | Beginning full inclusion   | A2.2: Social Emotional Learning                         | All Students  |
| Academic support, parent engagement and partner support for college and career pathways. (Consultants to Safe Passages for combination with after school funds to provide coordinated support for pathways)<br>Pathway support for after school, academic support, family engagement, partner development | Computer Science course sequence, partnerships and experiences (summer, weekend- coordination) | A1.1: Pathway Programs                                  | All Students  |
| Outreach consultant to work through our FRC and support parent engagement work around student academic achievement data, programming/ implications and college prep.  | Beginning full inclusion   | A2.2: Social Emotional Learning                         | Low-Income Students                                 |
| Teacher Extended Contracts for intersession and extended day support for students   | Beginning full inclusion   | A1.6: After School Programs                             | All Students  |



|                                       |  |                                 |              |
|---------------------------------------|--|---------------------------------|--------------|
| Support for homeless and foster youth | College Center and College going culture | A2.2: Social Emotional Learning | Foster Youth |
|---------------------------------------|--|---------------------------------|--------------|

**Pathway Development/Implementation Strategy: *Revise 11th and 12th grade capstones across stands of the pathway.***

| Strategic Action  | Strategy This Action Supports  | Associated LCAP Action Area (for funded actions)        | Primary Target Student Group for This Action |
|---|--|---|--|
| Extended contract for special education teachers to provide WBL supports for students with disabilities within their pathways.  | Beginning full inclusion   | A6.5: Academic Parent-Teacher Communication & Workshops | Students with Disabilities                   |
| Hire an additional .5 FTE College and Career Readiness Specialist to support students transition into college.  | Beginning full inclusion   | A6.5: Academic Parent-Teacher Communication & Workshops | All Students                                 |
| Oakland Promise partnership and Future Center support for increasing college access for all students.   | College Center and College going culture   | A5.4: Root Causes of Chronic Absence                    | All Students                                 |
| Transportation for Work Based Learning experiences and internships.   | Beginning full inclusion   | A1.1: Pathway Programs                                  | All Students                                 |
| 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 (1 FTE Teacher) | Computer Science course sequence, partnerships and experiences (summer, weekend- coordination) | A1.1: Pathway Programs                                  | All Students                                 |
| Books for dual enrollment   | College Center and College going culture   | A1.1: Pathway Programs                                  | All Students                                 |
| Books other than text for dual enrollment   | Independent reading to compliment skills based reading intervention continuum grades 6-10.     | A1.1: Pathway Programs                                  | All Students                                 |
|   |  |   |  |

**Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):**

| Strategic Action | Strategy This Action Supports | Associated LCAP Action Area (for funded actions) | Primary Target Student Group for This Action |
|------------------|-------------------------------|--|--|
|------------------|-------------------------------|--|--|

|  |  |   |                            |
|--|--|---|----------------------------|
| Stipends for PLC lead teachers/coaches to facilitate PD and observation and feedback for teachers.                           | Teacher Led PD/ PLC work                 | A3.4: Teacher Professional Development focused on Literacy                          | All Students               |
| Stipends for teachers to SPED co-teaching support to teachers in other sections  | Beginning full inclusion                 | A1.6: After School Programs   | Students with Disabilities |
| Extended contract for teachers, special education aids/staff to work with students in the extended day and provide supports. | Beginning full inclusion                 | A2.5: Teacher Professional Development for CCSS & NGSS                              | Students with Disabilities |
| College Advisor does UC application workshops in August to improve college access for students.                              | College Center and College going culture | A6.5: Academic Parent-Teacher Communication & Workshops                             | All Students               |
| Intervention support for students that need to develop strong work habits and non-cognitive skills in middle school          | Beginning full inclusion                 | A2.10: Extended Time for Teachers   | Other                      |
| Teacher summer planning in the instructional core to improve curriculum and instructional strategies.                        | Teacher Led PD/ PLC work                 | A2.10: Extended Time for Teachers   | All Students               |
| Hire alumni to support and provide both academic and work habits to succeed in core classes and through the extended day.    | Staff culture committee                  | A1.6: After School Programs   | Low-Income Students        |
| Semester Dual Enrollment-Staffing for Teacher of Record for 3  | College Center and College going culture | A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual) | All Students               |
| Dual Enrollment Guided Support-Teacher Extended Day Programming  | College Center and College going culture | A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual) | All Students               |
| Dual Enrollment Textbooks (Books)  | College Center and College going culture | A2.3: Standards-Aligned Learning Materials  | All Students               |
| Peralta Payment for Underenrollment (under 25 students)  | Staff culture committee                  | A5.3: School Facilities   | All Students               |
| Dual Enrollment Supply Costs   | College Center and College going culture | A2.3: Standards-Aligned Learning Materials  | All Students               |
| 2 FTE Teachers Appeal  |  | A1.3: A-G Completion  | Other                      |



|                                    |                          |  |              |
|------------------------------------|--------------------------|--|--------------|
| Supplies                           |                          | A2.1:<br>Implementation of<br>CCSS & NGSS                              | All Students |
| After school budget- Safe Passages | Beginning full inclusion | A1.6: After School<br>Programs   | All Students |
| After school budget- Safe Passages | Beginning full inclusion | A1.6: After School<br>Programs   | All Students |
| After school budget- Safe Passages | Beginning full inclusion | A1.6: After School<br>Programs   | Other        |
| School Security Officer            | Staff culture committee  | A5.1: School<br>Culture & Climate<br>(Safe &<br>Supportive<br>Schools) | All Students |

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

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

### **Refugee & Asylee Program**

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **McKinney-Vento Program**

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

School:

Coliseum College Prep Academy

2017-18 Single Plan for Student Achievement: Proposed Budget

| BUDGET AMOUNT | BUDGET RESOURCE                        | SPECIFIC BUDGET ACTION   | ASSOCIATED STRATEGY  | ASSOCIATED LCAP ACTION AREA   | OBJECT CODE | POSITION TITLE | UPC        | FTE  | BUDGET ACTION NUMBER |
|---------------|--|--|--|---|-------------|----------------|------------|------|----------------------|
| \$232,510.01  | 21st Century Learning                  | After school budget- Safe Passages   | Beginning full inclusion   | A1.6: After School Programs   | 5825        |                |            |      | 232-1                |
| \$128,838.45  | After School Education & Safety (ASES) | After school budget- Safe Passages   | Beginning full inclusion   | A1.6: After School Programs   | 5825        |                |            |      | 232-2                |
| \$33,861.29   | General Purpose Discretionary          | Supplies   | Beginning full inclusion   | A2.1: Implementation of CCSS & NGSS   | 4310        |                |            |      | 232-3                |
| \$30,000.00   | General Purpose Discretionary          | Oakland Promise partnership and Future Center support for increasing college access for all students.                                      | Family Engagement  | A5.4: Root Causes of Chronic Absence  | 5825        |                |            |      | 232-4                |
| \$35,619.23   | General Purpose Discretionary          | PE Teacher to support students and release teachers for professional development, planning and other work to support academic acceleration | Beginning full inclusion   | A2.5: Teacher Professional Development for CCSS & NGSS                              |             | K12TCH         | K12TCH1679 | 0.54 | 232-5                |
| \$25,707.48   | General Purpose Discretionary          | STIP to support academic acceleration and teacher release time for prep, planning, and professional development                            | Revise 11th and 12th grade capstones across stands of the pathway. | A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual) |             | TCSTIP         | TCSTIP9999 | 0.50 | 232-6                |
| \$12,148.08   | LCFF Concentration                     | Supplies to support academic acceleration  | Beginning full inclusion   | A2.1: Implementation of CCSS & NGSS   | 4310        |                |            |      | 232-7                |
| \$50,000.00   | LCFF Concentration                     | RJ Coordinator to support in building strong, inclusive classrooms for a diversity of students (RJ Coordinator)                            | Beginning full inclusion   | A2.2: Social Emotional Learning   | 5736        |                |            |      | 232-8                |
| \$24,000.00   | LCFF Concentration                     | After school budget- Safe Passages   | Beginning full inclusion   | A1.6: After School Programs   | 5825        |                |            |      | 232-9                |
| \$13,851.92   | LCFF Concentration                     | PE Teacher to support students and release teachers for professional development, planning and other work to support academic acceleration | Beginning full inclusion   | A2.1: Implementation of CCSS & NGSS   |             | K12TCH         | K12TCH1679 | 0.21 | 232-10               |
| \$14,385.00   | LCFF Supplemental                      | Teacher summer planning in the instructional core to improve curriculum and instructional strategies.                                      | Staff culture committee  | A2.10: Extended Time for Teachers   | 1122        |                |            |      | 232-11               |
| \$7,500.00    | LCFF Supplemental                      | Stipends for Division team leads to support the teachers with advisory, home visits, awards, etc.  | Beginning full inclusion   | A2.2: Social Emotional Learning   | 1122        |                |            |      | 232-12               |

|             |                   |  |  |   |      |        |            |      |  |        |
|-------------|-------------------|--|--|---|------|--------|------------|------|--|--------|
| \$21,000.00 | LCFF Supplemental | <p>Extended contracts and stipends to support:</p> <ul style="list-style-type: none"> <li>- College Advisor does UC application workshops in August to improve college access for students.</li> <li>- Special education teachers to provide WBL supports for students with disabilities within their pathways.</li> <li>- Intervention support for students that need to develop strong work habits and non-cognitive skills in middle school</li> <li>- Stipends for teachers to SPED co-teaching support to teachers in other sections</li> <li>- Stipends for PLC lead teachers/coaches to facilitate PD and observation and feedback for teachers.</li> </ul> | Beginning full inclusion   | A3.2: Reading Intervention  | 1122 |        |            |      |  | 232-13 |
| \$51,311.82 | LCFF Supplemental | Supplies to support academic acceleration  | Math and Science collaboration   | A2.1: Implementation of CCSS & NGSS   | 4310 |        |            |      |  | 232-14 |
| \$25,000.00 | LCFF Supplemental | Surplus to fund Instructional Teacher Leader to support Literacy Development for students and support CCPA's tiered reading intervention program.  | Beginning full inclusion   | A3.2: Reading Intervention  | 4399 |        |            |      |  | 232-15 |
| \$99,000.00 | LCFF Supplemental | <p>Academic support, parent engagement and partner support for college and career pathways. (Consultants to Safe Passages for combination with after school funds to provide coordinated support for pathways)</p> <p>Pathway support for after school, academic support, family engagement, partner development</p>   | Computer Science course sequence, partnerships and experiences (summer, weekend- coordination) | A1.1: Pathway Programs  | 5825 |        |            |      |  | 232-16 |
| \$57,534.44 | LCFF Supplemental | STIP to support academic acceleration and teacher release time for prep, planning, and professional development  | Revise 11th and 12th grade capstones across stands of the pathway.                             | A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual) |      | K12TCH | K12TCH2474 | 1.00 |  | 232-17 |
| \$4,280.00  | Measure G: TGDS   | <p>Stipends for teachers and staff to participate in home visits.</p> <p>Teacher Extended Contract-home visits</p>   | Beginning full inclusion   | A6.5: Academic Parent-Teacher Communication & Workshops                             | 1122 |        |            |      |  | 232-18 |
| \$0.78      | Measure G: TGDS   | Supplies to support TGDS   | Staff culture committee  | A2.1: Implementation of CCSS & NGSS   | 4310 |        |            |      |  | 232-19 |
| \$25,707.48 | Measure G: TGDS   | Coverage support for teacher professional development/ Spanish elective  | Beginning full inclusion   | A2.2: Social Emotional Learning   |      | TCSTIP | TCSTIP9999 | 0.50 |  | 232-20 |

|             |            |   |  |   |      |        |            |      |       |
|-------------|------------|---|--|---|------|--------|------------|------|-------|
| \$30,745.00 | Measure G1 | Extended contracts and consultants to provide middle school electives- Computer Science, BSU, girls groups and to fund elective planning.   | Middle School Elective   | A2.2: Social Emotional Learning   | 1120 |        |            |      | #REF! |
| \$16,490.39 | Measure G1 | Boys Groups   | Beginning full inclusion   | A2.2: Social Emotional Learning   |      | K12TCH | K12TCH1679 | 0.25 | #REF! |
| \$1,500.00  | Measure N  | Dual Enrollment Guided Support-Teacher Extended Day Programming   | Writing Center   | A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual) | 1122 |        |            |      | #REF! |
| \$1,500.00  | Measure N  | Semester Dual Enrollment-Staffing for Teacher of Record for 3   | Writing Center   | A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual) | 1122 |        |            |      | #REF! |
| \$6,745.27  | Measure N  | Books other than text for dual enrollment   | Revise 11th and 12th grade capstones across stands of the pathway.                             | A1.1: Pathway Programs  | 4200 |        |            |      | #REF! |
| \$15,000.00 | Measure N  | Transportation for Work Based Learning experiences and internships.   | Beginning full inclusion   | A1.1: Pathway Programs  | 4310 |        |            |      | #REF! |
| \$15,000.00 | Measure N  | Books for dual enrollment   | Family Engagement  | A1.1: Pathway Programs  |      |        |            |      | #REF! |
| \$69,053.09 | Measure N  | 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 (1 FTE Teacher) | Computer Science course sequence, partnerships and experiences (summer, weekend- coordination) | A1.1: Pathway Programs  |      | K12TCH | K12TCH2475 | 1.00 | #REF! |
| \$49,219.65 | Measure N  | Hire an additional .5 FTE College and Career Readiness Specialist to support students transition into college.  | Family Engagement  | A6.5: Academic Parent-Teacher Communication & Workshops                             |      | SPCACR | SPCACR9999 | 0.50 | #REF! |
| \$71,664.88 | Measure N  | Differentiated writing support aligned with college writing centers geared toward building college success skills in the upper division students and provide writing support for dual enrollment courses.<br><br>Writing support aligned with college writing center system. Building college readiness, differentiated writing support. (Teacher)  | Writing Center   | A1.1: Pathway Programs  |      | STLNWL | STLNWL0005 | 1.00 | #REF! |



|             |                                 |  |  |   |      |        |            |      |       |
|-------------|---------------------------------|--|--|---|------|--------|------------|------|-------|
| \$5,115.00  | Supplemental Program Investment | Stipends for teachers and staff to participate in home visits.<br>Teacher Extended Contract-home visits  | Beginning full inclusion   | A6.5: Academic Parent-Teacher Communication & Workshops | 1122 |        |            |      | #REF! |
| \$0.63      | Supplemental Program Investment | Supplies to support overall school operation   | Beginning full inclusion   | A2.3: Standards-Aligned Learning Materials              | 4310 |        |            |      | #REF! |
| \$38,966.95 | Supplemental Program Investment | Realign 11th grade capstones and build humanities work   | Revise 11th and 12th grade capstones across stands of the pathway. | A1.1: Pathway Programs                                  |      | K12TCH | K12TCH2252 | 0.55 | #REF! |
| \$3,590.76  | Title I Basic                   | Supplies to support academic acceleration  | Math and Science collaboration                                     | A2.1: Implementation of CCSS & NGSS                     | 4310 |        |            |      | #REF! |
| \$36,237.09 | Title I Basic                   | Coteching and small group supports for title 1 students.   | Full Inclusion   | A2.1: Implementation of CCSS & NGSS                     |      | K2TCH  |            | 0.60 | #REF! |
| \$36,320.95 | Title 1 Basic                   | Stipends for teachers and staff work additional hours on summer instructional planning, summer professional development, and summer school instruction targetting title 1 students.<br>Teacher Extended Contract-home visits | Full Inclusion   | A2.1: Implementation of CCSS & NGSS                     | 1120 |        |            |      |       |
| \$2,550.12  | Title I Parent Participation    | Supplies to support parent engagement  | Family Engagement  | A2.1: Implementation of CCSS & NGSS                     | 4310 |        |            |      | #REF! |

## Coliseum College Prep Academy School Compact

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

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Follow electronics' policy
- Follow CCPA values
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

---

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing, video games and internet; make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

---

Family member signature

As a teacher I will:

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

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

---

Teacher signature

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

Signed on this \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_.

# Title I School Parental Involvement Policy 2016 - 2017

Coliseum College Prep Academy

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

## **Involvement of Parents in the Title I Program**

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

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

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

### **School-Parent Compact**

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

### **Building Parent Capacity for Involvement**

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

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

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  - Family Resource Center contains our college center to engage families and support them in parenting college successful children.
  - All meetings structured to establish partnership and communication between families and school.
  - SLC and home visit structures.
  - PACT and Open School Day observations
  - Coffee with the Principal and PAB communication structures.
  
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  - Monthly FRC Calendar
  - All Calls
  - Parent and family bulletin boards
  - Family Resource Center and parent liaisons
  
- Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.
  - School bring information for parent feedback to PAB and SSC
  - School brings question for parent observational feedback to Open School Day
  - Parents bring questions to school leadership in Coffee with the Principal
  - Parents organize themselves and carry out their initiatives in Parent Leadership Team.
  - Specific analysis (Age, race, language, intervention) can happen in the above meetings or in African American Parents Meeting or Division level meetings.

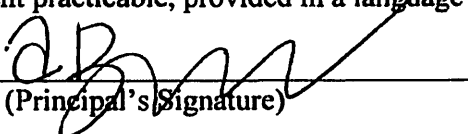
### **Accessibility**

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

### **Adoption**

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

This policy was adopted by Coliseum College Prep Academy's School Site Council on 09/30/16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, and children. It will be made available to the local community. Coliseum College Prep Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
 \_\_\_\_\_  
 (Principal's Signature)

9/30/16  
 \_\_\_\_\_  
 (Date)



## School Site Council Membership Roster – High School

School Name: Coliseum College Prep Academy

School Year: 2016-2017

|   |  |
|---|--|
| <b>Chairperson : Eldridy Persons</b>    | <b>Vice Chairperson: Lucas Cota Cota</b> |
| <b>Secretary: Rachel Korschum</b>       | <b>LCAP Parent Advisory Nominee:</b>     |
| <b>LCAP EL Parent Advisory Nominee:</b> | <b>LCAP Student Nominee:</b>             |

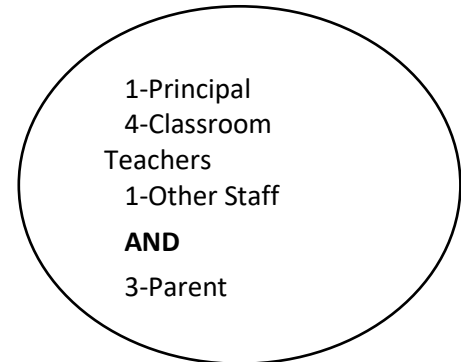
Place "X" in Appropriate Members Column

| Member's Name       | Members' Phone and Email<br>(if not included above) | Principal | Classroom<br>Teacher | Other<br>Staff | Parent/<br>Comm. | Student |
|---------------------|---|-----------|----------------------|----------------|------------------|---------|
| Amy Carroza         |   | X         |                      |                |                  |         |
| Perry Bellow        |   |           | X                    |                |                  |         |
| Rebecca Rozo        |   |           | X                    |                |                  |         |
| Rachel Korschun     |   |           | X                    |                |                  |         |
| Jessica Sawczuk     |   |           | X                    |                |                  |         |
| Jose Mendoza        |   |           |                      | X              |                  |         |
| Isabel Pelayo-Munoz |   |           |                      | X              |                  |         |
| Elizabeth Devora    |   |           |                      |                | X                |         |
| Marcela Jimenez     |   |           |                      |                | X                |         |
| Crystal Huey        |   |           |                      |                | X                |         |
| Eldridy Persons     |   |           |                      |                | X                |         |
| Ametta Olden        |   |           |                      |                |                  | X       |
| Tillena Sylva       |   |           |                      |                |                  | X       |
| Lucas Cota          |   |           |                      |                |                  | X       |

|                                      |  |
|--------------------------------------|--|
| Meeting Schedule<br>(day/month/time) |  |
|--------------------------------------|--|

**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 Parents/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.



Revised 8/22/2016