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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Coliseum College Preparatory Academy

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Coliseum College Preparatory Academy.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Coliseum College Prep Academy
CDS Code: 1612590112797
Principal: Amy Carozza
Date of this revision: 4/2/2021

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

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

Contact: Amy Carozza

Position: Principal

Address: 1390 66th Avenue
Oakland, CA 94621

Telephone: 510-639-3201

Email: amy.carozza@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/2/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Coliseum College Prep Academy

Site Number: 232

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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



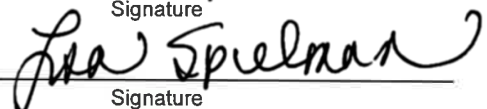
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: April 2, 2021

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:

 Principal	 Signature	<u>5-27-21</u> Date
<u>Alexis Ayala-Alvarado</u> SSC Chairperson	<u>Alexis Ayala-Alvarado</u> Signature	<u>5-27-21</u> Date
<u>Matin Abdel-Qawi</u> Network Superintendent	<u>Matin Abdel-Qawi</u> Signature	<u>5/27/21</u> Date
<u>Lisa Spielman</u> Director, Strategic Resource Planning	 Signature	<u>7/1/2021</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/29/2021	Leadership Team Meeting	Online processing of the SPSA and progress from last year to this year.
2/25/2021	SSC	Online processing of SPSA and feedback on priorities for the next school year
Ongoing	Staff	Staff feedback through meetings throughout the year
4/2/2021	SSC	21-22 Budget and SPSA finalized
Ongoing	Students, Staff, Parent/Community	Surveying throughout the year on instruction, student support, and school program
5/28/21	FC	Review of budget and ask about priority for one time funds

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (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 California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. 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.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$231,240.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,376,749.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$211,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$57,750.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,640.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$555,900.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$98,100.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$14,100.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,259.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$229,500.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$231,240.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,145,509.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,376,749.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Coliseum College Prep Academy

School ID: 232

School Description

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

School Mission and Vision

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

The individualized plans inherent in Make the Road are the cornerstone of this vision.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Every kid is pushed to have a plan	Potentially size which is concerning
<i>Focal Student Supports</i>	Inclusion Reading Intervention Quality core instruction Layed student support (afterschool staff pushed in) Co-Teaching	Staff buy-in for inclusion of mild/moderate students. Staffing level of SPED teachers and staff. Reading intervention has a tiered system that meets students where they are. Investment in reading teachers and different successful reading programs. Consistent use of data to inform instructional and staffing moves. Quality core instruction comes from retention of excellent teachers year over year. Additionally, this comes from teachers planning their own curriculums or diving deeply into provided curriculums to meet the needs of students. ALLAS work and differentiation work has deepened and continued to improve core instruction. Cohorting and focusing a group of adults on a group of kids
<i>Student/Family Supports</i>	MTSS in school for Social Emotional support and Academic support	We have a comprehensive compulsory extended day program for students 6-8 grade in collaboration with Safe Passages and are working to devolp partnerships with EOYDC to continue this work with expansion.
<i>Staff Supports</i>	Staff Leadership and growth opportunities, Lots of oppportunity to share information so we could adjust systems.	Recruitment and retention of high quality staff Cohorting adults with common tasks/ instrests/ work

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Key staff transitioning - ensure that we grow forward and continue the work in Student Support. Supporting students choosing community college and/or trade routes post-graduation.	Staff transitions. Students are making different types of choices for post-graduation that need different types of support. Growing computer science work.
<i>Focal Student Supports</i>	Math Intervention Motivators for disengaged students (students with truancy or academic performance issues)	Lack of staffing and or programming for math intervention. Student activities (such as sports and clubs) have been an effective intervention for disengaged high school students, but capacity is limited. There's a need to expand offerings.
<i>Student/Family Supports</i>	Need to re-establish a focus on family work and connect to intervention and students support. Desire to keep the connection between families and college work as the people leading this work become two separate positions. Expansion - need to find supports for 8th grade students during extended day as expansion goes beyond our after school budget.	Shifting of Family Resource Center structure. Parent support is moving to align with students support work (with our case managers). College support work is becoming it's own separate piece of work. Additional support will be required to educate families on the benefits of the partnership and student participation with EOYDC.
<i>Staff Supports</i>	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.	Expansion. Many teachers are in various stages of becoming teachers and clearing their credentials. We need a streamlined plan that brings together all of the different programs and supports for teachers in order to effectively grow teachers. Master teachers need greater incentive for work with novice teachers

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: Increase individual course pass rate

Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	95.1%	n/a	100%
On Track to Graduate: 9th Grade	All Students	n/a	76.1%	n/a	90%
On Track to Graduate: 11th Grade	All Students	n/a	61.9%	50% (Low due to 3rd year of math - offered again in 12th grade)	60.0%
A-G Completion	All Students	n/a	93.8%	85.0%	90.0%
College/Career Readiness	All Students	n/a	87.7% (2019)	92.0%	95.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-41.4 (Spring 2019)	n/a	-26.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	63.0%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-75.0
IAB Math Above Standard	All Students	n/a	0.8%	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	16.8% (Spring 2019)	n/a	25.0%

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

School Goal for May 2024:		Reduce disproportionality in achievement gaps between student in general and special education programming.			
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-126.6 (Spring 2019)	n/a	-106.6
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-58.3 (Spring 2019)	n/a	-38.3
IAB ELA Above Standard	Students with Disabilities	n/a	0.0%	n/a	n/a
IAB ELA Above Standard	African-American Students	n/a	0.0%	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	47.0%	n/a	42.0%
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-166.9 (Spring 2019)	n/a	-146.9
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-133.5 (Spring 2019)	n/a	-113.5
IAB Math Above Standard	Students with Disabilities	n/a	0.0%	n/a	n/a
IAB Math Above Standard	African-American Students	n/a	0.0%	n/a	n/a
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target

ELL Reclassification	English Learners	Reclassify 16%	7.7%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	8.1%	n/a	25.0%

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

School Goal for May 2024: Reduce disproportionality in discipline of subpopulations- AA and SpEd

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	58.7%	n/a	63.7%
Suspensions	All Students	-2pp	3.2%	n/a	1.2%
Suspensions	African-American Students	-2pp	8.1%	n/a	6.1%
Suspensions	Students with Disabilities	-2pp	9.0%	n/a	7.0%
Chronic Absence	All Students	-2pp	14.0%	n/a	25.0%
Chronic Absence	African-American Students	-2pp	22.4%	n/a	40.0%

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

School Goal for May 2024: Grow credentialed teachers and retain teachers at CCPA for more than 5 years

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	TBD	TBD
Teacher Retention	All Teachers	n/a	79.6% (Fall 2020)	TBD	TBD

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

The individualized plans inherent in Make the Road are the cornerstone of this vision.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: Coliseum College Prep Academy

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready

Students progress through school at a rate where they remain engaged.

Theory of Change:

If we have a transparent grading system that includes all teachers, students, and families so that all understand how grades work and their importance to high school graduation and college acceptance and we provide multiple opportunities for challenging credit recovery and we provide academic support, then students will pass their courses at a higher rate allowing them to remain on track for graduation within four years.

Related School Goal:

Increase individual course pass rate

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our distance learning model is very different from our original plans. We are in pods. Students are taking interdisciplinary classes in some courses. There are minimesters. Intensive student support and increased student support. Learning hub.

What evidence do you see that your practices are effective?

Course pass rates have improved. Students and parents reference strong student support from their teachers in surveys.

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

We will incorporate learnings and strengths from distance learning structures to our in person instruction when possible.

20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap

Building an inclusive school community

Theory of Change:

All student have assets and contribute to the school community. Inclusion and differentiation are the core strategies we use to build dynamic instructional spaces that meet a variety of kids.

Related School Goal:

Reduce disproportionality in achievement gaps between student in general and special education programming.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Distance learning has changed our implementation. Co-teaching still occurs but it is different this year. Special education teachers are embedded into pods and work with one general education teacher throughout the year. This means greater collaboration between gen. and sped in some places and reduced collaboration in other subjects. Distance learning has allowed for deepening differentiation as teachers have a smaller number of students they are working with at any one time. We have implemented a social skills class for our 6th and 7th graders who have this need demonstrated through their IEP. We are piloting a math intervention program with some math courses this year. Distance learning has paused our plans for a moderate program at this time.

What evidence do you see that your practices are effective?

Disproportionality in grades between students in general and special education have reduced this year.

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

Co-teaching for returning to in person learning will continue to be a key part of our model. However, teachers will take the intense collaboration from this year to build on their skills in this area. Additionally, teachers will incorporate technology that we used this year to improve differentiation for students during in person learning. Continuing social skills in the future and incorporation of these skills into general education classes.

20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged

Create a culturally inclusive and supportive environments

Theory of Change: If we undertake deliberate building of a staff culture that addresses identity and difference, then staff can best position themselves to create a supportive culture for students from all subgroups.

Related School Goal: Reduce disproportionality in discipline of subpopulations- AA and SpEd

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Given the distance learning context discipline has essentially been a non-issue. We have not continued our staff culture building around identity and difference this year given all of the other demands on teachers. Pods have allowed for deep relationship building between staff and students.

What evidence do you see that your practices are effective?

Teachers, students, and parents reference strong relationships as being a strong piece of this year.

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

We expect that this will become a major focus again with in person learning. We will assess where our staff PD needs to go this next year. We will continue to utilize support staff to ensure that all students have close relationships with at least one staff member.

20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff

Having expert teachers staffing all classrooms

Theory of Change: If we create a Teaching Academy that deliberately coordinates the work of different teacher preparation programs, then we will be able to better prepare and therefore retain high quality teachers from the community

Related School Goal: Grow credentialled teachers and retain teachers at CCPA for more than 5 years

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We have partnered with BE3 as a partner school and have a cohort of student teachers from them. Additionally, we have partnered with the Trellis STEM residency. We have made explicit steps to ensure that our staff who want to become teachers have the support they need and they are making progress.

What evidence do you see that your practices are effective?

Our staff retention between this year and next year looks like it will be strong. We are probably going to lose 4-5 teachers a few of whom we anticipated. Our TSA has made this part of her dedicated work and we are tracking much better on teachers' paths to being fully credentialed. Additionally, we are ensuring that we are pairing a strongest teachers with our newer teachers and leveraging the different types of district support programs for teachers.

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

This year we have done less professional development with mentor teachers (though they are receiving it through various other sources). We hope to have a PLC of mentors in the future.

20-21 Conditions for English Language Learners Priority: Growing in language and literacy is of paramount importance.

Theory of Change: Explicit language instruction is the way to grow academic language in people

Related School Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We have paused in our ALLAS PD this year as teachers have focused on pivoting to distance learning. We made sure that reading intervention was part of our program for 6th and 7th graders. Reading teachers have been able to collaborate in meaningful ways and problem solve around the needs of our students. Reading intervention teachers have incorporated phonological processing and phonemic awareness across our reading interevntion classes in D1. Additionally, we added book clubs for our 8th and 9th graders. We have continued to emphasize the SRI and F & P. We prioritized completing F & P testing with all of our incoming 6th graders and many of our seventh graders over the summer and we were able to complete this assessment for all students in reading intervention mid-year.

What evidence do you see that your practices are effective?

SRI growth and F & P growth are fairly consistent with our results during in person instruction.

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

Continue with many of our learnings from reading intervention for the future year. Continue to emphasize phonological awareness and phonemic awareness for all students in reading intervention. Use an assessment to track on student progress/data in this area in addition to SRI and F &P.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

The 2020-21 budget actual includes increased labor costs and additional support staff.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Coliseum College Prep Academy

School ID: 232

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	meeting grading policy	Grading Policy	Jupiter Grades		Tier 1
1-2	home visits	Mastery assignment completion			Tier 1
1-3	Referral to COST - coordination with service providers	Facilitate	COST Meetings		Tier 2
1-4	Design post session courses	Postessionion			Tier 1
1-5	Help extended day align to core instruction	Extended Day			Tier 1
1-6	Tier 2 Student Support	Scheduling for Tier 2 support	Grades		Tier 2

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

School Priority ("Big Rock"):	Building an inclusive school community
School Theory of Change:	All student have assets and contribute to the school community. Inclusion and differentiation are the core strategies we use to build dynamic instructional spaces that meet a variety of kids.

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Co-teaching	Ensuring master schedule allows for co-planning periods	Master Schedule	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.	Tier 1

2-2	Co-planning	Prioritizing teacher collaboration and reasonable scope of work	Planning collection document	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.	Tier 1
2-3	Differentiation	PD for work on differentiation	Teacher planning documents		Tier 1
2-4			Extended contracts for additional time demands for teachers	Math Intervention Motivators for disengaged students (students with truancy or academic performance issues)	Tier 2
2-5	Social skills class	Hire and or provide time in teacher schedule to implement social skills class	social skills curriculum	Math Intervention Motivators for disengaged students (students with truancy or academic performance issues)	Tier 3
2-6	Teaching math intervention	Make a position/time in schedule for math intervention	Math scores	Math Intervention Motivators for disengaged students (students with truancy or academic performance issues)	Tier 2

2-7	Reading intervention	Master scheduling for reading intervention access to curriculum and PD	SRI & F & P	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.	Tier 2
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Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority ("Big Rock"):	Create a culturally inclusive and supportive environments
School Theory of Change:	If we undertake deliberate building of a staff culture that addresses identity and difference, then staff can best position themselves to create a supportive culture for students from all subgroups.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Engagement in PD	PD with focus on student subgroups- AA, SpEd, Trauma	Discipline data (by student and by classroom) Grades (across classes and overall)		Tier 1

3-2	Deliberate planning	Master schedule - tracking minimized in GenEd courses, and hyper tracked for intervention.		Math Intervention Motivators for disengaged students (students with truancy or academic performance issues)	Tier 1
3-3		Provide increased administrative supports to communities under represented in the school community			Tier 2
3-4	Work with parent coordinators to increase family communication and support	Increase parent coordination, communication and support.			Tier 1
3-5	Implement RJ practices	Restorative practices implemented across grade levels			Tier 1
3-6	Referral to COST - coordination with service providers	Increased mental health supports for students			Tier 3
3-7		Bridge interventions and parent communication/ connection targetting our students with the highest needs			Tier 3

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Serve as master teachers	Recruiting master teachers	Teacher completion of credentials	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.	Tier 1
4-2	Credentialling tests	Building partnerships with ed programs	Teacher completion of credentials		
4-3		Finding additional money for stipends for master teachers	Retention of master teachers	Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.	Tier 2

4-4		Finding and growing potential teachers in support roles within the school.		Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.	Tier 2
4-5	Participate in professional learning for support aspiring teachers	Creating a "PD Plan" for master and novice teachers. Creating collaborative structure to support growth optimally.		Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Growing in language and literacy is of paramount importance.
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School Theory of Change:		Explicit language instruction is the way to grow academic language in people			
Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Continue ALLAS planning	Create time for ALLAS work in PD	Teacher plans		Tier 1
5-2	Test students using multiple measures for reading growth including SRI & F & P		Increased reading levels	Math Intervention Motivators for disengaged students (students with truancy or academic performance issues)	Tier 1
5-3	Reading classes			Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.	Tier 3

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Provide classroom and additional support for students. Wrap around support for students with Tier 2 and Tier 3 needs. Strengthen Tier 1 practices that create a safe, inclusive, and positive environment for all students. Support with parent communication and home visits to support students.	\$79,777	LCFF Supplemental	2205	Classified Support Salaries	6621	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2 Student Support	232-1
Provide classroom and additional support for students. Wrap around support for students with Tier 2 and Tier 3 needs. Strengthen Tier 1 practices that create a safe, inclusive, and positive environment for all students. Support with parent communication and home visits to support students.	\$62,827	LCFF Supplemental	2205	Classified Support Salaries	7861	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Co-teaching	232-2
Provide classroom and additional support for students. Wrap around support for students with Tier 2 and Tier 3 needs. Strengthen Tier 1 practices that create a safe, inclusive, and positive environment for all students. Support with parent communication and home visits to support students.	\$67,974	LCFF Supplemental	2205	Classified Support Salaries	7862	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Differentiation	232-3
Provide classroom and additional support for students. Wrap around support for students with Tier 2 and Tier 3 needs. Strengthen Tier 1 practices that create a safe, inclusive, and positive environment for all students. Support with parent communication and home visits to support students.	\$62,291	LCFF Supplemental	2205	Classified Support Salaries	8149	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2 Student Support	232-4
College Center Coordinator, salary and benefits costs for a staff member to coordinate the work of our college center including coordinating staff, partners and community to support 100% of CCPA in having college or career plans once they graduate. Additionally, the coordinator at CCPA tasked with tracking and increasing (providing concrete feedback that allows an increase) CCPA's student college persistence- we anecdotally believe this is around 50%. We need alignment of efforts that support students in sticking in their programs or changing to other plans that better meet their goals multiple years out from their time at CCPA. (Salary & Benefit Costs)	\$80,862	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7856	Coordinator, Career/College Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	Provide increased administrative supports to communities under represented in the school community	232-5

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Additional college counseling for students	\$52,484	LCFF Supplemental	TBD	TBD	New	n/a	0.50	Goal 1: All students graduate college, career, and community ready.	Help extended day align to core instruction	232-6
Teacher Extended Contract	\$84,960	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Design post session courses	232-7
Books other than text	\$35,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Design post session courses	232-8
Supplies	\$20,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Deliberate planning	232-9
To be allocated in Fall 2021.	\$9,725	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	232-10
Supplies	\$57,750	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Co-planning	232-11
Teacher Extended Contract	\$28,086	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Engagement in PD	232-12
Teacher on Special Assignment will develop individual group system wide capacity for consistent implementation and data analysis through coaching to increase student achievement. Coaching in best practices for teachers. Facilitate Professional Learning Communities/Professional Development. Intervention services for at-risk students. Professional learning will be provided by the Teacher on Special Assignment to facilitate backwards planning of new units with the teachers. TSA and Principal will visit the PLC collaboration groups to progress monitor successes and challenges of backwards planning	\$70,014	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	6163	Classroom TSA 12 Months	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Continue ALLAS planning	232-13

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<p>"TSA to Provide Professional Development for all staff about the best practices for differentiation and intervention support for all students.</p> <p>Provides teacher coaching on how to support their needs. The TSA facilitates professional development for teachers that aligns to the school's Single Plan for Student Achievement (SPSA) and coaches teachers weekly and provides feedback based on the Oakland Effective Teaching Framework (OETF) indicators. This TSA also facilitates Professional Learning Community (PLC) sessions focusing on data analysis every trimester."</p>	\$70,413	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6163	Classroom TSA 12 Months	0.50	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Engagement in PD	232-14
<p>Library Tech to support parents and teachers in regularly focusing on students' reading progress through coordinating resources to support literacy efforts including intervention, 8th period, Family resources and workshops, core English classes and through our library.</p>	\$9,490	Title I: Basic	TBD	TBD	new	n/a	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase parent coordination, communication and support.	232-15
<p>Newcomer Support to provide classroom and additional support for students. Wrap around support for title 1 students with Tier 2 and Tier 3 needs. Strengthen Tier 1 practices that create a safe, inclusive, and positive environment for all title 1 students.</p> <p>Support with parent communication and home visits to support students in title 1 populations</p>	\$60,140	Title I: Basic	2205	Classified Support Salaries	7014	n/a	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2 Student Support	232-16
<p>Newcomer Support to provide classroom and additional support for students. Wrap around support for title 1 students with Tier 2 and Tier 3 needs. Strengthen Tier 1 practices that create a safe, inclusive, and positive environment for all title 1 students.</p> <p>Support with parent communication and home visits to support students in title 1 populations</p>	\$63,064	Title I: Basic	2205	Classified Support Salaries	8154	n/a	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Differentiation	232-17
<p>Teacher Extended Contract to provide intervention for title one students including pay for home visits</p>	\$13,877	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	home visits	232-18

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies to support the parent center/ FRC	\$5,640	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Work with parent coordinators to increase family communication and support	232-19
Supplies for intervention for students that qualify for title IV	\$14,100	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Help extended day align to core instruction	232-20
.4fte Art/ Makerspace elective teachers. This will allow for 7 sections of art at our middle school level. We will also be able to provide additional time (to core art instruction) to our students in our Mod Sev Special Day Class program.	\$28,358	Measure G1	1105	Certificated Teachers' Salaries	new	n/a	0.40	Goal 1: All students graduate college, career, and community ready.	Deliberate planning	232-21
1.0FTE Art/ Makerspace elective teachers. This will allow for 7 sections of art at our middle school level. We will also be able to provide additional time (to core art instruction) to our students in our Mod Sev Special Day Class program.	\$70,895	Measure G1	1105	Certificated Teachers' Salaries	new	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	Deliberate planning	232-22
Two sections of Spanish Elective for middle school	\$42,149	Measure G1	1105	Certificated Teachers' Salaries	7619	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Ensuring master schedule allows for co-planning periods	232-23
Supplies for Art and Makerspace including tools/ machines and required materials for a series of culminating projects	\$0	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Deliberate planning	232-24
Library Tech to strategically grow and manage a supportive reading culture and library at CCPA including supporting parents, families, students and teachers in 1) ensuring middle schoolers are reading daily 2) ensuring middle schoolers are growing in reading capability as measured by reading assessments.	\$36,433	Measure G: Library	2205	Classified Support Salaries	8309	Library Technician	0.85	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Differentiation	232-25

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
College Center Coordinator, at .50 FTE - this is for salary and benefits costs for a staff member to coordinate the work of our college center including coordinating staff, partners and community to support 100% of CCPA in having college or career plans once they graduate. Additionally, the coordinator at CCPA tasked with tracking and increasing (providing concrete feedback that allows an increase) CCPA's student college persistence- we anecdotally believe this is around 50%. We need alignment of efforts that support students in sticking in their programs or changing to other plans that better meet their goals multiple years out from their time at CCPA. (Salary & Benefit Costs)	\$79,582	Measure N	2305	Classified Supervisors' and Administrators' Salaries	7856	Coordinator, Career/College Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	Differentiation	232-26
College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their work in school with opportunities outside of school including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, makerspace and engineering in exploring related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and seeing a through line to a future job or educational opportunity that they are excited about pursuing. (Salary & Benefit Costs)	\$47,066	Measure N	2305	Classified Supervisors' and Administrators' Salaries	7378	Specialist, College/Career Readiness	0.50	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Differentiation	232-27
"Teacher Salaries Stipends: Extended Contracts (salary and benefits) for Intersession. Intersession is providing a supplemental/ additional mastery assignment and coordinated support spaces for students who would otherwise receive an F in their fall course. This is additional time at school from 4-6 hours a day for a month. The extended contracts also fund teachers to support additional opportunities for students to participate in Dual Enrollment, Summer School 2021, Credit Recovery, and Additional Academic support for students."	\$58,201	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Differentiation	232-28

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Books-Other Than Textbooks purchased for 10th-12th grade pathway students to enroll in choice Dual Enrollment courses to provide student access to dual enrollment necessities. Vendors vary based on class and may be Laney Bookstore, Amazon or another vendor that sell college text books.	\$10,000	Measure N	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Help extended day align to core instruction	232-29
Supplies & Materials for Computer Science: supplies for the units to be developed by teachers this summer. In the past they have been technology kits, robot parts, computers and associated supplies.	\$15,000	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Differentiation	232-30
Consultant Contract with the Oakland Ed Fund to facilitate and pay-out the Exploring College and Career Options (ECCO) 2022 Summer Internship Program. ECCO will provide the opportunity for students to experience college and career options. The stipends for students are paid through the Oakland Ed Fund generally thought the program is administrated by the Linked Learning Office.	\$10,000	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Extended Day	232-31
Extended Contracts used to pay mentors stipends (credentialled, trained and experienced CCPA Teachers) for their work with staff whom we are growing to be teachers. This work will be participation i entor PLC, participation in 1 on 1 planning and coaching meetings with mentees as well as observation and debrief with mentees. This is intended to be a dynamic and supportive mentorship program. Other activities may also be included as they are decerned.	\$49,698	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Recruiting master teachers	232-32
PIF Initiatives- Consultant/ Ed Fund	\$97,102	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Help extended day align to core instruction	232-33
Money for Safe Passages to provide student support, family resource and afterschool programming to the CCPA community	\$231,170	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Help extended day align to core instruction	232-34
Money for Safe Passages to provide student support, family resource and afterschool programming to the CCPA community	\$149,259	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Co-planning	232-35



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School-Parent Compact Coliseum College Prep Academy 2020 - 2021

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - a) Follow and supplement OUSD's curriculum standards**
 - b) Offer academic and reading intervention classes**
 - c) Makerspace classes for middle and high school**
 - d) Dual and concurrent enrollment courses for high school**
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - a) Home Visits (virtual) - during which advisors review with parents students' grades and GPA, test scores, reading levels, extracurricular activities, college plans, college and financial aid application process**
 - b) High school CAPSTONE project meetings and workshops with parents, students and teachers (virtual)**
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - a) The State of California's academic content standards**
 - b) The State of California's student academic achievement standards**
 - c) The State of California and Oakland Unified School District's academic assessments, including alternate assessments**



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- d) **Academic proficiency levels students are expected to achieve**
- e) **How to monitor their child's progress:**
 - i) **Jupiter grades**
 - ii) **Home Visits**
 - iii) **Student Led Conferences**
 - iv) **Progress Reports**
 - v) **Parent Teacher Conferences**
 - vi) **Aeries**
- 4) **Provide parents reasonable access to staff.**
 - a) **We hold an "open door" policy - parents are welcome to observe class at any time (virtually)**
 - b) **Main office staff coordinates meetings as requested by parents/Guardians with teachers and/or administration - virtually**
- 5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
 - a) **Family Resource Center**
 - b) **We hold an "open door" policy - parents are welcome to observe class at any time (virtually)**
- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**
 - a) **Offer numerous workshops about various topics, such as academics, college readiness (partner with Roots & Wings), reading levels, reading intervention - virtually**
- 7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
 - a) **Professional development**
 - b) **Expectations for teachers**
 - c) **Home visits**
 - d) **Advisory expectations**
 - e) **Provides lots of data to parents as to student progress towards school goals and standards**



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- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- a) Translation provided by staff as much as possible**
 - b) Blast**
 - c) Jupiter Grades**
 - d) Talking Points**
 - e) At this point our Arabic translation is just from google translate**

Teacher Responsibilities - virtually during Shelter in Place

- 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.

Parent Responsibilities - virtually during Shelter in Place

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- 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.



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- 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.

Student Responsibilities - virtually due to Shelter in Place

- Believe that I can learn and will learn.
- Read for at least 45 minutes, seven days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's 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.

This Compact was adopted by Coliseum College Prep Academy on August 27, 2020, and will be in effect for the period of August 10, 2020 to May 27, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2020.

Signature of Principal: /s/ Amy Carozza

Date: August 27, 2020



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Title I, Part A School Parent and Family Engagement Policy

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

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

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

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

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

- **Offer numerous workshops about various topics, such as academics, college readiness (partner with Roots & Wings), reading levels, reading intervention, AP courses (virtual during SIP).**
- **Home Visits - during which advisors review with parents students' grades and GPA, test scores, reading levels, extracurricular activities, college plans, college and financial aid application process, attendance (virtual during SIP).**

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.



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

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

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

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

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

- **Resource center**
- **Blast - weekly newsletter**
- **Jupiter Grades**
- **Talking Points**
- **At this point our Arabic translation is just from google translate**
- **Reading workshops starting in the summer for our rising 6th graders - (virtual during SIP)**
- **Workshops about AP courses, A-G requirements - (virtual during SIP)**

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

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



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OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

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

- **Family Resource Center**
- **We hold an “open door” policy - parents are welcome to observe class at any time (virtual during SIP).**

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

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

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

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



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- We hold an “open door” policy - parents are welcome to observe class at any time (virtual during SIP).
- Main office staff coordinates meetings as requested by parents/Guardians with teachers and/or administration (virtual during SIP).

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

- Coffee with the Principal - (virtual during SIP)
- School Site Council meetings - (virtual during SIP)
- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school’s participation in Title I, Part A and to explain the program requirements and the right of parents to be involved - (virtual during SIP)

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

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

- Family resource center
- Home visits (virtual during SIP)
- Coffee with the principal (virtual during SIP)



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Adoption

This policy was adopted by Coliseum College Prep Academy's School Site Council on August 27, 2020 and will be in effect for the period of August 10, 2020 through May 27, 2021.

The school will distribute this policy to all parents on or before September 30, 2020.

Name of Principal: Amy Carozza

Signature of Principal: /s/ Amy Carozza

Date: August 27, 2020



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School-Parent Compact Coliseum College Prep Academy 2020 - 2021

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - a) Follow and supplement OUSD's curriculum standards**
 - b) Offer academic and reading intervention classes**
 - c) Makerspace classes for middle and high school**
 - d) Dual and concurrent enrollment courses for high school**
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - a) Home Visits (virtual) - during which advisors review with parents students' grades and GPA, test scores, reading levels, extracurricular activities, college plans, college and financial aid application process**
 - b) High school CAPSTONE project meetings and workshops with parents, students and teachers (virtual)**
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - a) The State of California's academic content standards**
 - b) The State of California's student academic achievement standards**
 - c) The State of California and Oakland Unified School District's academic assessments, including alternate assessments**



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- d) **Academic proficiency levels students are expected to achieve**
- e) **How to monitor their child's progress:**
 - i) **Jupiter grades**
 - ii) **Home Visits**
 - iii) **Student Led Conferences**
 - iv) **Progress Reports**
 - v) **Parent Teacher Conferences**
 - vi) **Aeries**
- 4) **Provide parents reasonable access to staff.**
 - a) **We hold an "open door" policy - parents are welcome to observe class at any time (virtually)**
 - b) **Main office staff coordinates meetings as requested by parents/Guardians with teachers and/or administration - virtually**
- 5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
 - a) **Family Resource Center**
 - b) **We hold an "open door" policy - parents are welcome to observe class at any time (virtually)**
- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**
 - a) **Offer numerous workshops about various topics, such as academics, college readiness (partner with Roots & Wings), reading levels, reading intervention - virtually**
- 7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
 - a) **Professional development**
 - b) **Expectations for teachers**
 - c) **Home visits**
 - d) **Advisory expectations**
 - e) **Provides lots of data to parents as to student progress towards school goals and standards**



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- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- a) Translation provided by staff as much as possible
 - b) Blast
 - c) Jupiter Grades
 - d) Talking Points
 - e) At this point our Arabic translation is just from google translate

Teacher Responsibilities - virtually during Shelter in Place

- 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.

Parent Responsibilities - virtually during Shelter in Place

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- 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.

Preparing students for college and an evolving, technology driven world



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- 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.

Student Responsibilities - virtually due to Shelter in Place

- Believe that I can learn and will learn.
- Read for at least 45 minutes, seven days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's 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.

This Compact was adopted by Coliseum College Prep Academy on August 27, 2020, and will be in effect for the period of August 10, 2020 to May 27, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2020.

Signature of Principal: /s/ Amy Carozza

Date: August 27, 2020



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Title I, Part A School Parent and Family Engagement Policy

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

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

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

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

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

- **Offer numerous workshops about various topics, such as academics, college readiness (partner with Roots & Wings), reading levels, reading intervention, AP courses (virtual during SIP).**
- **Home Visits - during which advisors review with parents students' grades and GPA, test scores, reading levels, extracurricular activities, college plans, college and financial aid application process, attendance (virtual during SIP).**

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.



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

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

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

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

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

- **Resource center**
- **Blast - weekly newsletter**
- **Jupiter Grades**
- **Talking Points**
- **At this point our Arabic translation is just from google translate**
- **Reading workshops starting in the summer for our rising 6th graders - (virtual during SIP)**
- **Workshops about AP courses, A-G requirements - (virtual during SIP)**

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

- **Translation services**
- **Blast**
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OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

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

- **Family Resource Center**
- **We hold an “open door” policy - parents are welcome to observe class at any time (virtual during SIP).**

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

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

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

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



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- We hold an “open door” policy - parents are welcome to observe class at any time (virtual during SIP).
- Main office staff coordinates meetings as requested by parents/Guardians with teachers and/or administration (virtual during SIP).

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

- Coffee with the Principal - (virtual during SIP)
- School Site Council meetings - (virtual during SIP)
- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school’s participation in Title I, Part A and to explain the program requirements and the right of parents to be involved - (virtual during SIP)

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

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

- Family resource center
- Home visits (virtual during SIP)
- Coffee with the principal (virtual during SIP)



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Adoption

This policy was adopted by Coliseum College Prep Academy's School Site Council on August 27, 2020 and will be in effect for the period of August 10, 2020 through May 27, 2021.

The school will distribute this policy to all parents on or before September 30, 2020.

Name of Principal: Amy Carozza

Signature of Principal: /s/ Amy Carozza

Date: August 27, 2020



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Coliseum College Prep Academy
School Site Council Membership Roster
2020-2021

SSC - Officers

<u>Chairperson:</u>	Alexis Ayala
<u>Vice Chairperson:</u>	London Outlaw
<u>Secretary:</u>	Rachel Korschun

SSC - Members

<u>Member's Name</u>	<u>Principal</u>	<u>Classroom Teacher</u>	<u>Other Staff</u>	<u>Parent/Community Member</u>	<u>Student (required)</u>
<u>Amy Carozza</u>	X				
<u>Rachel Korschun</u>		X			
<u>Sonia Spindt</u>		X			
<u>Brenda Pena</u>		X			
<u>Alexis Ayala</u>					X
<u>Stephany Casillas</u>					X
<u>Tracy Logan</u>					X
<u>Isabel Pelayo-Munoz</u>			X		
<u>Maria Tovar</u>				X	
<u>London Outlaw</u>				X	