

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

June 27, 2018

Legislative File ID No: 18-1278  
Introduction Date: 6/27/18  
Enactment No.: 18-1087  
Enactment Date: 6/27/18  
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**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Coliseum College Prep.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

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

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Coliseum College Prep.



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

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Coliseum College Prep Academy  
**CDS Code:** 1612590112797  
**Principal:** Amy Carozza  
**Date of this revision:** 4/20/2018

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

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

<b>Contact:</b> Amy Carozza	<b>Position:</b> Principal
<b>Address:</b> 1390 66th Avenue Oakland, CA 94621	<b>Telephone:</b> 510-639-3201 <b>Email:</b> amy.carozza@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

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

## 2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site:

Coliseum College Prep Academy

Site Number: 232

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

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

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

Date(s) plan was approved: MAY 11, 2018

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:

<p><u>Amy Carozza</u> Amy Carozza, School Principal</p>	<p><u>[Signature]</u> Signature</p>	<p><u>5/11/18</u> Date</p>
<p><u>Edridge M. Persons</u> Name of SSC Chairperson</p>	<p><u>[Signature]</u> Signature</p>	<p><u>5/11/18</u> Date</p>
<p><u>[Signature]</u> Preston Thomas, Network Superintendent</p>	<p><u>[Signature]</u> Signature</p>	<p><u>5/16/18</u> Date</p>
<p><u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs</p>	<p><u>[Signature]</u> Signature</p>	<p><u>5/31/18</u> Date</p>

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/9/2018	SSC	Building site plan
2/12/2018	Open office hours around budget development (specifically G1 plan)	Writing a draft of the site plan
2/13/18, 3-4pm	Faculty Council	Reviewed draft budget and took feedback
3/23/18, 9-10	SSC	Approved site plan

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$125,188.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$348,881.00	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$140,692.00	TBD
<b>TOTAL:</b>	<b>\$714,761.00</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$110,086.00	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,707.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$249,088.00	TBD
<b>TOTAL:</b>	<b>\$361,881.00</b>	<b>\$0.00</b>

## 2018-19 SINGLE 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 Learners, Thinkers, Communicators and Citizens!

#### 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.

#### Family & Student Engagement

### SCHOOL DATA SLIDES

[CCPA Data Presentation](#)

### 1B: 18-19 NEEDS ASSESSMENT

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	High graduation rate, low drop out rate and student retention; multiple credit recovery opportunities;	Still losing kids to continuation school; disconnect between students and what it means to be in high school/complete high school	Keeping students motivated to persist despite different goals than 4yr college.
<b>On Track to Graduate (11th Grade)</b>	High graduation rate, low drop out rate and student retention; multiple credit recovery opportunities;	Still losing kids to continuation school; disconnect between students and what it means to be in high school/complete high school	Keeping students motivated to persist despite different goals than 4yr college.
<b>A-G Completion</b>	All of our kids are meeting this	Charter school transfers/ other school transfers frequently do not meet A-G	Lose fewer kids though difficult given gentrification and impact on student housing.

<b>SBAC ELA</b>	16-17 scores were strong and demonstrated 100% ile growth for students.	Impact of SpEd cohort size on overall scores given variation year to year. Looks like artificial improvement or failure. Most impactful at 11th.	Continuing to demonstrate growth each year is challenging given variables and potential loss of ITL.
<b>SBAC Math</b>	16-17 scores were strong and demonstrated 94%ile growth for students.	Impact of SpEd cohort size on overall scores given variation year to year. Looks like artificial improvement or failure. Most impactful at 11th.	Continuing to demonstrate growth each year is challenging given variables.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	Focused work happening to improve both.	For dual enrollment, success is very professor and support teacher dependent. For AP, we are putting in a level of prep this year that we have not previously.	Continue work
<b>Pathway Participation/CTE Enrollment*</b>	All kids in HS participate in pathways	Student choice is not a forward factor in pathway placement.	Overall pathway design needs work to comply with vision at district and state levels.
<b>English Learner Progress</b>	Students academic performance is high relative to other schools.	SRI Is the primary barrier to reclassification for most ELLs	Continue work
<b>Suspension Rate</b>	Given our size, one time events and single student issues radically impact our rates	Alternatives to suspension are challenging to find. The real solution is a system with appropriate support up front. I'm unsure how to reource ourselves in this way from where we are.	Continue to work to improve discipline systems.

### 1C: STUDENT PERFORMANCE GOALS & TARGETS

	<b>June 2021 Goal</b>	<b>Related LCAP Goal</b>	<b>Target Student Group</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Graduation Rate</b>	100% of students will graduate	Goal 1: Graduates are college and career ready	All Students	68.1%	76.0%	82.0%	
<b>On Track to Graduate (11th Grade)</b>	95% of students will be on track to graduate in 11th grade	Goal 1: Graduates are college and career ready	All Students	74.2%	80.0%	85.0%	
<b>A-G Completion</b>	100% of students not in special eduation programming that prohibits them from meeting a-g will meet a-g.	Goal 1: Graduates are college and career ready	All Students	89.1%	92.0%	94.5%	
<b>SBAC ELA</b>	Continued improvement across grades by +20	Goal 2: Students are proficient in state academic standards	All Students	-46.4	-38.9	-31.4	
<b>SBAC Math</b>	Continued improvement across grades +20	Goal 2: Students are proficient in state academic standards	All Students	-93.9	-83.9	-73.9	
<b>AP Pass Rate</b>	Continued improvement across courses	Goal 1: Graduates are college and career ready	All Students	n/a			

<b>Dual Enrollment Pass Rate</b>	Courses offered in a second semester and with a same professor will have a 90% pass rate.	Goal 1: Graduates are college and career ready	All Students				
<b>Pathway Participation/ CTE Enrollment*</b>	100% of students will participate in pathway programming	Goal 1: Graduates are college and career ready	All Students	100.0%	100.0%	100.0%	
<b>English Learner Progress</b>	Students will increasingly be reclassified at an increasing rate of 2-5% per year.	Goal 4: English learners are reaching English fluency	All Students	5.2%	8.0%	11.0%	
<b>Suspension Rate</b>	CCPA's suspension rate will be less than 2%	Goal 1: Graduates are college and career ready	All Students	2.7%	2.5%	2.3%	



2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING			
Instructions:		KEY:	
Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>		1: Not at all      3: Mostly 2: Somewhat      4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	The school is clear on it's mission to support students to UC and CSU. All areas of work align to this vision fairly directly.	We began college and career pathways prior to measure N. This makes some aspects of growing our program into the parameters challenging. We need to choose a single industry sector, and this has proved challenging.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Systems of comprehensive student support are the signature of CCPAs work. We hold on to our students as the core of our work.	Building student mindset in a system that doesn't allow a lot of choice or failure has proved challenging.
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	For example, in growing our work around computer science, many resources and other pieces of work (summer programing, partnerships, capstones, math and science instruction) have moved to align with that work.	The pathway as the school vs the pathway as the stands of our college and career pathways is still distinctive. Trying to grow one vision.
<b>School Leadership &amp; Vision Goal for 2018-19:</b>		To re-evaluate the administrative roles and responsibilities for the lead team to clarify and focus our leadership team. Each leader will implement one focused change successfully during the 2018-19 school year.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	CCPA substantially invests in Special Education, Reading intervention, Computer Science, Dual Enrollments and Internships. These priorities all align with our purpose to prepare all students to be eligible to attend and persist in a UC/CSU.	We require more staffing and need ways to build quality expertise for newer teachers.
<b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	4: Completely	CCPA has a series of aligned and expert teams that support the school functioning and decision making towards site goals.	PTA is two years old and building capacity.
<b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	2: Somewhat	CCPA does not have a singular process for decision making. Decision making varies and processes are created for decisions that are more complex. Budget decision making is transparent and happens through SSC and FC.	Having clarity on types of decisions and go to processes would be ideal.
<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	All teachers have a level of shared collaboration time with necessary SpEd/ Gen Ed or grade level teams.	Pathway/ elective and core teachers do not have shared prep
<b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	Students take an interest survey to be placed into a pathway. These assignments are then vetted for student support and family relationship with individual programs. CCPA has AP for all with APES and AP for some with other rigorous/ college desirable options running opposite. For example, CCPA has AP Calculus and Stats.	- Inclusion of students in SPED equally in all pathways based on student interest/choice.

**Systems & Structures Goal for 2018-19:**

Continue to engage with our strong SSC, FC, and parent community. Work to build stronger student participation in school wide decision making beyond the SSC.

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
After school budget- Safe Passages	Whole School	Low-Income Students	21st Century	\$249,087.67	5825		Building the Conditions	A1.6 After School Programs
After school budget- Safe Passages	Whole School	Low-Income Students	After School Education & Safety (ASES)	\$128,691.59	5825		Building the Conditions	A1.6 After School Programs
WASC Dues and expenses for WASC accreditation visits.	Whole School	All Students	General Purpose Discretionary	\$4,000.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials
PE Teacher (.55 FTE) to support students and release teachers for professional development, planning and other work to support academic acceleration	Grade Level Team	Low-Income Students	LCFF Supplemental	\$38,060.73	1105	K12TCH1679	Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
Teacher summer planning in the instructional core to improve curriculum and instructional strategies/Return to school retreat to establish key instructional practices and launch the climate and culture plans for the year.	Whole School	Low-Performing Students	LCFF Supplemental	\$15,231.95	1120		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Supplies to support overall school operation (photo copier)	Whole School	All Students	General Purpose Discretionary	\$6,000.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials
Refreshment for school PD, Appreciation Dinners and Community Events	Whole School	Low-Income Students	General Purpose Discretionary	\$5,000.00	4310		Building the Conditions	A3.3 Family Engagement focused on Literacy Development
Coaches for athletics and sports to provide scholar atletes opportunities to participate in sports at CCPA	Whole School	All Students	General Purpose Discretionary	\$3,000.00	4310		Building the Conditions	A1.6 After School Programs
Jupiter grades site licenses to improve parent communication and access to grades.	Whole School	Low-Income Students	LCFF Supplemental	\$3,000.00	4310		Building the Conditions	A3.3 Family Engagement focused on Literacy Development
Science Supplies to support NGSS standards implementation.	Departmental Team	Low-Performing Students	LCFF Supplemental	\$2,967.99	4310		Building the Conditions	A2.1 Implementation of the CCSS & NGSS
Uniforms	Whole School	Low-Income Students	General Purpose Discretionary	\$7,000.00	4310		Building the Conditions	A2.2 Social Emotional Learning
Math intervention	Whole School	All Students	General Purpose Discretionary	\$69,220.54	1105	K12TCH2260	Building the Conditions	A3.1 Blended Learning
School Supplies to support school operations	Whole School	All Students	General Purpose Discretionary	\$4,967.99	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials
Supplies to support academic acceleration	Whole School	Low-Income Students	LCFF Supplemental	\$21,519.42	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials

## LANGUAGE & LITERACY

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>Differentiated writing support aligned with college writing centers geared toward building college success skills in the upper division students and provide writing support for dual enrollment Writing support aligned with college writing center system. Building college readiness, differentiated writing support. (Teacher)</p> <p>Instrucitonal Teacher Leader to support Literacy Development for students and support CCPA's tiered reading intervention program.</p> <p>Reading Intervention 1 FTE Teachers</p>	Fully Implemented	Highly Effective	All students 6-8 received mid year adjustments to reading instruction based on growth demonstated during semester 1. All 11th grade students received individual polished writing assessments (11th grade capstone). All 8th grade students and parents received individual reading meetings discussing growth and intervention.

[CCPA Root Cause Analysis and Data](#)

*Identify two 2018-19 implementation goals related to Language & Literacy.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	Students increasingly read at higher levels and with increasing numbers at or above grade level on multiple measures.	All Students	28.6 % at or above at midyear	31.1% at or above at midyear	33.6% at or above at midyear	
Common Core	Student GPAs 3.0 or higher at semester	All Students				

## THEORY OF ACTION

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

<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
		Instructional Teacher Leader to support Literacy Development for students and support CCPA's tiered reading intervention program.		

### STRATEGIC ACTIONS

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
1.0 FTE for Reading Intervention Teachers that will provide Tier 2 and Tier 3 supports for lowest readers	Long-Term English Learners	TBD	TBD	TBD		Comprehensive Student Supports	A3.2 Reading Intervention
1.0 FTE for Reading Intervention Teachers that will provide Tier 2 and Tier 3 supports for lowest readers	Long-Term English Learners	TBD	TBD	TBD		Comprehensive Student Supports	A3.2 Reading Intervention
1.0 FTE for reading intervention teachers	Students with Disabilities	LCFF Concentration	\$87,475.86	1105		Comprehensive Student Supports	A3.2 Reading Intervention
Leveled text books to provide access to text at student lexile bands to support improved student literacy	All Students	LCFF Concentration	\$12,524.14	4200		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
6-8th grade extended day aligned to independent reading	All Students					Rigorous Academics	A3.2 Reading Intervention
Home visits about reading progress	All Students					Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development
Data systems to support teachers in differentiating based on reading	Newcomer Students					Building the Conditions	A3.2 Reading Intervention
PD offered by ILT to support for teachers to differentiate lessons based on reading level	All Students	Other				Building the Conditions	A3.2 Reading Intervention
Weekly trips to the library	Low-Performing Students	Other				Building the Conditions	A3.2 Reading Intervention
Advisory and extended day systems that coordinate reading	All Students	Other				Building the Conditions	A3.2 Reading Intervention
Biweekly reading data analysis meetings	Low-Performing Students	Other				Comprehensive Student Supports	A3.2 Reading Intervention
Inclusion Special Education work provides support across all classrooms	All Students	Other				Building the Conditions	A2.1 Implementation of the CCSS & NGSS
Parent meetings about reading progress (push 100%) This builds parent engagement in literacy skill building	Newcomer support	Other				Building the Conditions	A3.2 Reading Intervention
.5 ITL Teacher	Long-Term English Learners	TBD	TBD	TBD		Comprehensive Student Supports	A3.2 Reading Intervention

## RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	3	3	CCPA has a clear vision for what we want our kids to do, we need to make it align with a singular industry. We are working on this next year.
Integrated Core	4	4	4	We revised the 10/11/12 grade capstones across the school and are building coursework across classes to build the required skills.
Cohort Scheduling	3	4	4	CCPA as one pathway has all of the students engaged and cohorted.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	3	3+	4	The coursework across the capstone has become substantially more rigorous and effective at pushing the students harder. The students cite the work as more real and impactful (specifically the 11th grade capstone process).
Collaborative Learning	2	3	3	Next year we seek to push the 12th grade capstone to a deeply collaborative project. Until then, our students generally engage in groupwork doing group worthy tasks.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2+	3	3	Teachers observe at least 5 to 6 colleagues a year. They work together sharing planning and resources in weekly PLCs.
Collaboration Time	3	2	3	Many teachers have collaborative time including Friday PLC time that is teacher directed; however, the master schedule does lock out some common prep time that work facilitate stronger work. We are always looking for solutions to these limitations. We are adjusting our PLC groupings and looking to find places to stretch our master schedule.
Professional Learning	2+	2	2	Most pathway teachers have participated in at least 1 cycle of inquiry focused on the work of their pathway.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Successfully started the CS pathway	Fully Implemented	Highly Effective	Courses 8-11 exist. We have solid capstones in 10th and 11th that include AP CS courses. We are building a highly integrated 12th grade capstone.

## IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standards Based Instruction/ Project-Based Learning</b>	We are building an intergrated 12th grade project. Our goal is to have students from 3 thought perspectives- CS, SJ and business collaborate in groups of 9 to create a solution to a community need, manufacture/ design/ make and market the solution. This process will involve a course on design thinking and mentorship throughout the process from community members.	All Students	Research paper, internship, theory of change paper and presentation	Research paper, internship, theory of change paper and presentation	Integrated project with research paper and presentation	
<b>Graduate Capstone/Culminating Experience</b>	Same as above					
<b>Course Passage Rates</b>	Kids are most struggling to hold onto their internship requierments and dual enrollment classes. This may be attributed to a difficulty with meeting deadlines that do not bend as easily as CCPA alone deadlines. We need to identify places to hold deadlines with kids earlier in their HS career.	n/a		Semester 1, intenship 2.0, NATAM 1.8 for 12th grade,	Course grades for all senior level courses above a 2.4.	

## THEORY OF ACTION

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

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 FTE Lead Teacher for our Computer Science course series including AP Computer Science applications and a 9th grade coding course. Additionally, this staff member will manage our CS partnerships and student engagement events. Additionally a second teacher to build supports and computer science or classroom management knowledge	All Students	Measure N	\$105,506.74	1119	NH0-483	Rigorous Academics	A1.1 Pathway Programs
24 Dell Latitude 3240 for 10th grade CS	All Students	Perkins	\$16,271.52	4420		Career Technical Education	A1.1 Pathway Programs
Cart for CS computers- Bretford	All Students	Perkins	\$1,546.12	4420		Career Technical Education	A1.1 Pathway Programs
Professional development for Computer Science Teachers	All Students	Perkins	\$2,000.00	5220		Career Technical Education	A1.1 Pathway Programs
Contract for Script Ed Partnership- Industry Mentors support 10th grade CS weekly	All Students	Perkins	\$10,000.00	5825		Career Technical Education	A1.1 Pathway Programs

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	2+	2+	We have a variety of WBL experiences with variable connectiveness and rigor. Our new senior project will support in a culminating experience that will support us in developing a clearer vision of how to build WBL across the continuum. Next year we plan to shift the 12th grade senior project to an interdisciplinary project. This will guide further developments in WBL adjustments.
Pathway Outcomes	2	2	3	All students participate in some level of WBL. These experiences are critical to the senior project work
Pathway Evaluation	2	2	3	The capstones have multiple benchmarks that assess WBL and pathway work in general across the year.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Successfully started the CS pathway	Fully Implemented	Highly Effective	Courses 8-11 exist. We have solid capstones in 10th and 11th that include AP CS courses. We are building a highly integrated 12th grade capstone.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Students in special education will be supported to investigate possible careers into their college and career plans	Students with Disabilities	Doesn't exist	Piloting	Career awareness will be a priority for students who we think will go to bridges program at 17.	
Career Exploration	11th grade students who believe they do not want to go to college will participate in a process of career exploration and develop a rigorous alternative path to meet their goals (or they will continue the college process)	Low-Performing Students	Doesn't exist	Piloting	Process exist for students who identify not wanting to go to college.	
Career Preparation	Senior project will offer students an opportunity to work in a collaborative team, implement design thinking and developing/ refining a tool for their community to use. 100% of student will have an internship that between the 10th and 12th grade year.	All Students	Doesn't exist	Beginning	Unclear	



**THEORY OF ACTION**

<b>Theory of Action</b>	Work based learning is a tool to engage students in envisioning their future and teach students skills- collaboration, project management, soft skills that they will need to be successful long term. As we refine our senior project in 18-19, we will see the demands for what students will learn in work based learning experiences between the summer of 10th grade and 11th grade increase. For next year, we will continue to use WBL as a key to build successful SpEd programming and build the skills above required for the new senior project.			
<b>How are you supporting English Language Learners?</b>	We use consistent language scaffolds across our school including the following document which is our new tool to teach language aligned with whole writing tasks. <a href="https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxWWJoc2c">https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxWWJoc2c</a>			
<b>How are you building conditions for students and adult learning?</b>	We run a series of teach lead PLCs thinking through instructional work in cycles of inquiry.			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
		PLC Lead team and Pathway PLC including mostly 12 grade teachers.		

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
Dual enrollment books/ Laney bookstore	All Students	Measure N	\$9,000.00	4310		Rigorous Academics	A1.1 Pathway Programs
Transportation for Concurrent Enrollment/ Internship	All Students	Measure N	\$13,013.29	4310		Rigorous Academics	A1.1 Pathway Programs
WBL at CCPA is coordinated though pathway leads including Claudia Walker the Director of Intership and Dual Enrollment.	All Students	Other	\$112,000.00	2300		Work-Based Learning	A1.1 Pathway Programs

## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	4	4	The computer science pathway conducted strong meetings with parents about the demands and requirements of the work to support alignment between school and home around expectations.
College & Career Plan	3	3	3+	The 11th grade process will support the school in reaching the students that we have not had strong enough plans to support.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
CCPA continues to provide spaces for academic support and runs a full inclusion program. We are adding further co-teaching support to meet our students needs and support our teachers in planning well for the skill and thinking diversity in their classes.	Fully Implemented	Somewhat Effective	Inclusion is very effective and leading to stronger core instruction for all students. Academic support spaces for 9th and 10th grades are not currently effective.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Make 9th and 10th grade academic support function	Low-Income Students	It doesn't function	It doesn't function	Students who need support will be effectively supported via 9th and 10th grade academic support.	
College Access	Improve our targetting of student to experiences and colleges that will meet their needs and build persistence.	All Students	80% of kids get into 4 year school with money to go	Continued high acceptance rate. Building better matched experiences.	Overall increase in attendance and persistence.	
Differentiated Interventions	Create a D1 (6th/7th grade) math intervention.	Low-Performing Students	No math intervention	No math intervention	Have a math intervention	

### THEORY OF ACTION

<b>Theory of Action</b>	CCPA's student supports are part of the base academic program as all students are expected to be supported to success. The academic program is split into three divisions, each with a distinct purpose and corresponding structure to support that purpose. Division 1 students have the same teachers for two years to build meaningful relationships. They also participate in a mandatory extended day until 5pm. This extended day time is devoted to independent reading, a key to success at CCPA. Division 2 (grades 8-10) is our traditional secondary school structure, with an emphasis on college preparation. Students are also offered intensive intervention in math and language during the school day. Division 3 (grades 11-12) we couple our academic program with parent programs that aim to engage, support, and educate. Recognizing the barriers that low-income and first generation students face in applying, matriculating and graduating from college, CCPA dedicates one hour per week during junior and senior year for a College Seminar class and maintains a robust calendar of family engagement events which integrate parents into the college-going process. At the end of 12th grade, seniors develop a detailed post-high school plan which is a component of the Senior Capstone project. This intensive and sustained support, coupled with ongoing family communication and 1:1 meetings with students, has increased our students' college application rate to almost 100%. Our major move in student support is around aligning extended day to independent reading 6-8 and creating a differentiated tier 3 discipline process for our students with the most out of class referrals.			
<b>How are you supporting English Language Learners?</b>	We use consistent language scaffolds across our school including the following document which is our new tool to teach language aligned with whole writing tasks. <a href="https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxVWWJoc2c">https://drive.google.com/open?id=0B5Vu5Twu6gBaSnR6cHRxVWWJoc2c</a>			
<b>How are you building conditions for students and adult learning?</b>	We run a series of teach lead PLCs thinking through instructional work in cycles of inquiry. Additionally, we leverage all resources to create supports that push students to success.			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
		All staff including all teachers and all support staff/ after school staff.		

### STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Oakland Promise partnership and Future Center support for increasing college access for all students.	All Students	Measure N	\$30,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs
Case manager to support in building strong school culture including PBIS positive events and targetting students who are in need of more support to get there.	All Students	General Purpose Discretionary	\$25,999.47		NEW HIRE (NH0-480)	Comprehensive Student Supports	A2.2 Social Emotional Learning
Surplus, intended for case manager to support in building strong school culture including PBIS positive events and targetting students who are in need of more support to get there.	All Students	Title I: Basic	\$24,000.53	4399		Comprehensive Student Supports	A2.2 Social Emotional Learning
Hire an additional .5 FTE College and Career Readiness Specialist to support students transition into college. CCRS to support one goal partnership	All Students	Measure N	\$46,293.80	2205	SPCACR0002	Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Extended Contracts for Teachers to support intersession	All Students	Measure N	\$14,860.44	1120		Comprehensive Student Supports	A1.3 A-G Completion

<p>Case Manager will:</p> <ul style="list-style-type: none"> <li>• Organize grade level informational assemblies;</li> <li>• Monthly award assemblies and celebrations;</li> <li>• School wide celebrations and incentive programs;</li> <li>• Support with 6th grade transition from elementary school</li> <li>• Identify students with attendance issues and build relationships with students and families to increase their attendance.</li> <li>• Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.</li> <li>• develop a 5th to 6th grade transition program</li> <li>• caseload of students with highest needs to help each stay connected to school</li> <li>• be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed</li> </ul>	All Students	Measure G1	\$42,049.00			NEW HIRE (NH0-480)	Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development
<p>Extended Contracts for:</p> <ul style="list-style-type: none"> <li>- Home Visits for all students</li> <li>- Extended Day support for students</li> <li>- PBIS/ Division team leads to support the teachers with advisory, home visits, awards, student support, etc.</li> <li>- College Advisor does UC application workshops in August to improve college access for students.</li> <li>- Special education teachers to provide WBL supports for students with disabilities within their pathways.</li> <li>- Intervention support for students that need to develop strong work habits and non-cognitive skills in middle school</li> <li>- SPED co-teaching support to teachers in other sections</li> <li>- PLC lead teachers/coaches to facilitate PD and observation and feedback for teachers.</li> </ul>	All Students	Title I: Basic	\$86,085.29	1120			Comprehensive Student Supports	
<p>Extended Contracts for Home Visits for all students.</p>	All Students	Title I: Parent Participation	\$2,705.84	1120			Comprehensive Student Supports	A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff
<p>Contract for Safe Passages for Academic and Student support and Family Engagement.</p>	English Learners	LCFF Supplemental	\$32,000.00	5810			Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops
<p>Staffing for our Writing Center which hosts individual support for students of all levels.</p>	All Students	LCFF Supplemental	\$87,706.86	1105	K12TCH2260		Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS
<p>Dual Enrollment support structures including facilitating mandatory support sessions for 10th graders in dual enrollment courses</p>	GATE Students	LCFF Supplemental	\$57,718.62	1105	K12TCH2653		Comprehensive Student Supports	A1.1 Pathway Programs
<p>Tier 2 math intervention for our D1 students</p>	Low-Performing Students	LCFF Supplemental	\$90,675.23	1105	K12TCH9999		Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS

Math team leadership	Low-Performing Students	LCFF Concentration		1105	K12TCH9999	Comprehensive Student Supports	A2.5 Teacher Professional Development for CCSS & NGSS
Advisory structure to build community and supportive adult/ student relationships	Foster Youth	Other					A2.2 Social Emotional Learning
Our family resource center offers food, clothes, classes and legal support for families in need including economically disadvantaged students. Support for families and students experiencing homelessness.	Low-Income Students	Other					A3.3 Family Engagement focused on Literacy Development
Staffing for intersession- credit recovery, dual enrollment, AP Prep, internship support	All Students	Measure N	\$9,125.73	1120		Comprehensive Student Supports	A1.3 A-G Completion
Black student union, Manhood development class for either MS or HS	African American Students	Other					A2.2 Social Emotional Learning

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET**

**School:** Coliseum College Prep Academy

**School ID:** 232

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Budget Action Number
6-8th grade extended day aligned to independent reading	All Students					Rigorous Academics	A3.2 Reading Intervention	232-1
Home visits about reading progress	All Students					Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development	232-2
Data systems to support teachers in differentiating based on reading	Newcomer Students					Building the Conditions	A3.2 Reading Intervention	232-3
After school budget- Safe Passages	Low-Income Students	21st Century	\$249,087.67	5825		Building the Conditions	A1.6 After School Programs	232-4
After school budget- Safe Passages	Low-Income Students	After School Education & Safety (ASES)	\$128,691.59	5825		Building the Conditions	A1.6 After School Programs	232-5
Case manager to support in building strong school culture including PBIS positive events and targetting students who are in need of more support to get there.	All Students	General Purpose Discretionary	\$25,999.47		NEW HIRE (NH0-480)	Comprehensive Student Supports	A2.2 Social Emotional Learning	232-6
Math intervention	All Students	General Purpose Discretionary	\$69,220.54	1105	K12TCH2260	Building the Conditions	A3.1 Blended Learning	232-7
Coaches for athletics and sports to provide scholar atletes opportunities to participate in sports at CCPA	All Students	General Purpose Discretionary	\$3,000.00	4310		Building the Conditions	A1.6 After School Programs	232-8
WASC Dues and expenses for WASC accreditation visits.	All Students	General Purpose Discretionary	\$4,000.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials	232-9
School Supplies to support school operations	All Students	General Purpose Discretionary	\$4,967.99	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials	232-10
Refreshment for school PD, Appreciation Dinners and Community Events	Low-Income Students	General Purpose Discretionary	\$5,000.00	4310		Building the Conditions	A3.3 Family Engagement focused on Literacy Development	232-11
Supplies to support overall school operation (photo copier)	All Students	General Purpose Discretionary	\$6,000.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials	232-12

Uniforms	Low-Income Students	General Purpose Discretionary	\$7,000.00	4310		Building the Conditions	A2.2 Social Emotional Learning	232-13
Math team leadership	Low-Performing Students	LCFF Concentration		1105	K12TCH9999	Comprehensive Student Supports	A2.5 Teacher Professional Development for CCSS & NGSS	232-14
1.0 FTE for reading intervention teachers	Students with Disabilities	LCFF Concentration	\$87,475.86	1105		Comprehensive Student Supports	A3.2 Reading Intervention	232-15
Leveled text books to provide access to text at student lexile bands to support improved student literacy	All Students	LCFF Concentration	\$12,524.14	4200		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	232-16
PE Teacher (.55 FTE) to support students and release teachers for professional development, planning and other work to support academic acceleration	Low-Income Students	LCFF Supplemental	\$38,060.73	1105	K12TCH1679	Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS	232-17
Dual Enrollment support structures including facilitating mandatory support sessions for 10th graders in dual enrollment courses	GATE Students	LCFF Supplemental	\$57,718.62	1105	K12TCH2653	Comprehensive Student Supports	A1.1 Pathway Programs	232-18
Staffing for our Writing Center which hosts individual support for students of all levels.	All Students	LCFF Supplemental	\$87,706.86	1105	K12TCH2260	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS	232-19
Tier 2 math intervention for our D1 students	Low-Performing Students	LCFF Supplemental	\$90,675.23	1105	K12TCH9999	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS	232-20
Teacher summer planning in the instructional core to improve curriculum and instructional strategies/Return to school retreat to establish key instructional practices and launch the climate and culture plans for the year.	Low-Performing Students	LCFF Supplemental	\$15,231.95	1120		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	232-21
Science Supplies to support NGSS standards implementation.	Low-Performing Students	LCFF Supplemental	\$2,967.99	4310		Building the Conditions	A2.1 Implementation of the CCSS & NGSS	232-22
Jupiter grades site licenses to improve parent communication and access to grades.	Low-Income Students	LCFF Supplemental	\$3,000.00	4310		Building the Conditions	A3.3 Family Engagement focused on Literacy Development	232-23
Supplies to support academic acceleration	Low-Income Students	LCFF Supplemental	\$21,519.42	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials	232-24

Contract for Safe Passages for Academic and Student support and Family Engagement.	English Learners	LCFF Supplemental	\$32,000.00	5810		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops	232-25
Case Manager will: <ul style="list-style-type: none"> <li>• Organize grade level informational assemblies;</li> <li>• Monthly award assemblies and celebrations;</li> <li>• School wide celebrations and incentive programs;</li> <li>• Support with 6th grade transition from elementary school</li> <li>• Identify students with attendance issues and build relationships with students and families to increase their attendance.</li> <li>•Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.</li> <li>•develop a 5th to 6th grade transition program</li> <li>•caseload of students with highest needs to help each stay connected to school</li> <li>•be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed</li> </ul>	All Students	Measure G1	\$42,049.00		NEW HIRE (NH0-480)	Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development	232-26
1.0 FTE Lead Teacher for our Computer Science course series including AP Computer Science applications and a 9th grade coding course. Additionally, this staff member will manage our CS partnerships and student engagement events. Additionally a second teacher to build supports and computer science or classroom management knowledge	All Students	Measure N	\$105,506.74	1119	NH0-483	Rigorous Academics	A1.1 Pathway Programs	232-27
Staffing for intersession- credit recovery, dual enrollment, AP Prep, internship support	All Students	Measure N	\$9,125.73	1120		Comprehensive Student Supports	A1.3 A-G Completion	232-28
Extended Contracts for Teachers to support intersession	All Students	Measure N	\$14,860.44	1120		Comprehensive Student Supports	A1.3 A-G Completion	232-29
Hire an additional .5 FTE College and Career Readiness Specialist to support students transition into college. CCRS to support one goal partnership	All Students	Measure N	\$46,293.80	2205	SPCACR0002	Comprehensive Student Supports	A2.9 Targeted School Improvement Support	232-30
Dual enrollment books/ Laney bookstore	All Students	Measure N	\$9,000.00	4310		Rigorous Academics	A1.1 Pathway Programs	232-31
Transportation for Concurrent Enrollment/ Internship	All Students	Measure N	\$13,013.29	4310		Rigorous Academics	A1.1 Pathway Programs	232-32
Oakland Promise partnership and Future Center support for increasing college access for all students.	All Students	Measure N	\$30,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs	232-33



PD offered by ILT to support for teachers to differentiate lessons based on reading level	All Students	Other				Building the Conditions	A3.2 Reading Intervention	232-34
Weekly trips to the library	Low-Performing Students	Other				Building the Conditions	A3.2 Reading Intervention	232-35
Advisory and extended day systems that coordinate reading	All Students	Other				Building the Conditions	A3.2 Reading Intervention	232-36
Biweekly reading data analysis meetings	Low-Performing Students	Other				Comprehensive Student Supports	A3.2 Reading Intervention	232-37
Inclusion Special Education work provides support across all classrooms	All Students	Other				Building the Conditions	A2.1 Implementation of the CCSS & NGSS	232-38
Parent meetings about reading progress (push 100%) This builds parent engagement in literacy skill building	Newcomer support	Other				Building the Conditions	A3.2 Reading Intervention	232-39
Advisory structure to build community and supportive adult/ student relationships	Foster Youth	Other					A2.2 Social Emotional Learning	232-40
Our family resource center offers food, clothes, classes and legal support for families in need including economically disadvantaged students. Support for families and students experiencing homelessness.	Low-Income Students	Other					A3.3 Family Engagement focused on Literacy Development	232-41
Black student union, Manhood development class for either MS or HS	African American Students	Other					A2.2 Social Emotional Learning	232-42
WBL at CCPA is coordinated though pathway leads including Claudia Walker the Director of Internship and Dual Enrollment.	All Students	Other	\$112,000.00	2300		Work-Based Learning	A1.1 Pathway Programs	232-43
Cart for CS computers- Bretford	All Students	Perkins	\$1,546.12	4420		Career Technical Education	A1.1 Pathway Programs	232-44
24 Dell Latitude 3240 for 10th grade CS	All Students	Perkins	\$16,271.52	4420		Career Technical Education	A1.1 Pathway Programs	232-45
Professional development for Computer Science Teachers	All Students	Perkins	\$2,000.00	5220		Career Technical Education	A1.1 Pathway Programs	232-46
Contract for Script Ed Partnership- Industry Mentors support 10th grade CS weekly	All Students	Perkins	\$10,000.00	5825		Career Technical Education	A1.1 Pathway Programs	232-47
1.0 FTE for Reading Intervention Teachers that will provide Tier 2 and Tier 3 supports for lowest readers	Long-Term English Learners	TBD				Comprehensive Student Supports	A3.2 Reading Intervention	232-48
1.0 FTE for Reading Intervention Teachers that will provide Tier 2 and Tier 3 supports for lowest readers	Long-Term English Learners	TBD				Comprehensive Student Supports	A3.2 Reading Intervention	232-49

.5 ITL Teacher	Long-Term English Learners	TBD				Comprehensive Student Supports	A3.2 Reading Intervention	232-50
<p>Extended Contracts for:</p> <ul style="list-style-type: none"> <li>- Home Visits for all students</li> <li>- Extended Day support for students</li> <li>- PBIS/ Division team leads to support the teachers with advisory, home visits, awards, student support, etc.</li> <li>- College Advisor does UC application workshops in August to improve college access for students.</li> <li>- Special education teachers to provide WBL supports for students with disabilities within their pathways.</li> <li>- Intervention support for students that need to develop strong work habits and non-cognitive skills in middle school</li> <li>- SPED co-teaching support to teachers in other sections</li> <li>- PLC lead teachers/coaches to facilitate PD and observation and feedback for teachers.</li> </ul>	All Students	Title I: Basic	\$86,085.29	1120		Comprehensive Student Supports		232-51
Surplus, intended for case manager to support in building strong school culture including PBIS positive events and targetting students who are in need of more support to get there.	All Students	Title I: Basic	\$24,000.53	4399		Comprehensive Student Supports	A2.2 Social Emotional Learning	232-52
Extended Contracts for Home Visits for all students.	All Students	Title I: Parent Participation	\$2,705.84	1120		Comprehensive Student Supports	A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff	232-53

# Title I School Parental Involvement Policy 2017 - 2018

Coliseum College Prep Academy

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

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

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

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

- School Site Council

## **School-Parent Compact**

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

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

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress
    - Jupiter grades
    - Home Visits
    - Student Led Conferences
    - Progress Reports
    - Parent Teacher Conferences
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - Beginning of school trainings (Back to school night)
  - FRC supported workshops with specific academic pieces
  - Advisory dinners
  - Parent teacher conferences
  - PACT time through Adult Literacy class
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
  - Professional Development times
  - FRC supported interactions
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  - Family Resource Center contains our college center to engage families and support them in parenting college successful children.
  - All meetings structured to establish partnership and communication between families and school.
  - Home visit structures.
  - PACT and Open School Day observations
  - Coffee with the Principal and PAB communication structures.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  - Monthly FRC Calendar
  - All Calls
  - Parent and family bulletin boards
  - Family Resource Center and parent liaisons
  
- Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.
  - School bring information for parent feedback to the SSC
  - School brings question for parent observational feedback to Open School Day
  - Parents bring questions to school leadership in Coffee with the Principal
  - Parents organize themselves and carry out their initiatives in Parent Leadership Team.
  - Specific analysis (Age, race, language, intervention) can happen in the above meetings or in African American Parents Meeting or Division level meetings.

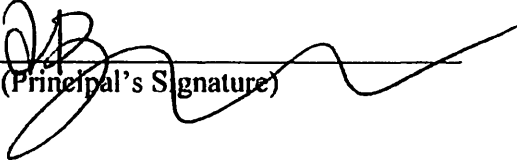
### **Accessibility**

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

### **Adoption**

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

This policy was adopted by Coliseum College Prep Academy's School Site Council on 10/27/2017 and will be in effect for the 2017-18 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, and children. It will be made available to the local community. Coliseum College Prep Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

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

10/27/17  
 \_\_\_\_\_  
 (Date)

## Coliseum College Prep Academy School Compact

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

As a student I will:

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

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Student signature

As a parent/guardian or family member I will:

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

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Family member signature

As a teacher I will:

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

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

\_\_\_\_\_  
Teacher signature

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

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



2017-2018

School Site Council Membership Roster – High School

School Name: Coliseum College Prep Academy

Chairperson : Eldridy Persons

Vice Chairperson: Tillena Sylva

Secretary: Rachel Korschun

Place "X" in Appropriate Members Column

Table with 6 columns: Member's Name, Principal, Classroom Teacher, Other Staff, Parent/Community Member, Student. Lists members like Amy Carozza, Rachel Korschun, Jessica Sawczuk, etc.

Meeting Schedule (day/month/time)

8/25/17; 9/29/17; 10/27/17; 11/17/17; 12/22/17; 1/26/18; 2/23/18; 3/23/18; 4/27/18; 5/24/18; 6/1/18 at 9AM

SSC Legal Requirements: (Ed. Code 52852)

- 1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be an equal number of students and parent/community members;
4. Majority of school staff members must be classroom teachers;
5. Students are required to be members of the High School SSC
6. Parent/community members cannot be OUSD employees at the site.

Circle containing requirements: 1-Principal, 4-Classroom Teachers, 1-Other Staff, AND 3-Parent /Community, 3-Students