OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Coliseum College Preparatory Academy

2016-17 Measure G1 Commission Presentation

Presented by Coliseum College Prep Academy

Presented to Measure G1 Commission

June 6th, 2017

School Site 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.

- 6th-12th Community School focused on college preparation and success
- Strong Family Engagement including communication systems and home visits
- Strong language and literacy instruction including a comprehensive reading intervention program
- Full Inclusion Special Education model

California Healthy Kids Survey- 2016-17

"Adults at (CCPA) intervene when someone is being bullied" at a less affirmative rate than the district average (40% vs. 50%).

- The gap was most pronounced at the middle school grades.
- This highlighted dual issues:
  - a lack of structured spaces to develop student voice as a skill
  - the need for deeper relationships with adults at the lower grades.

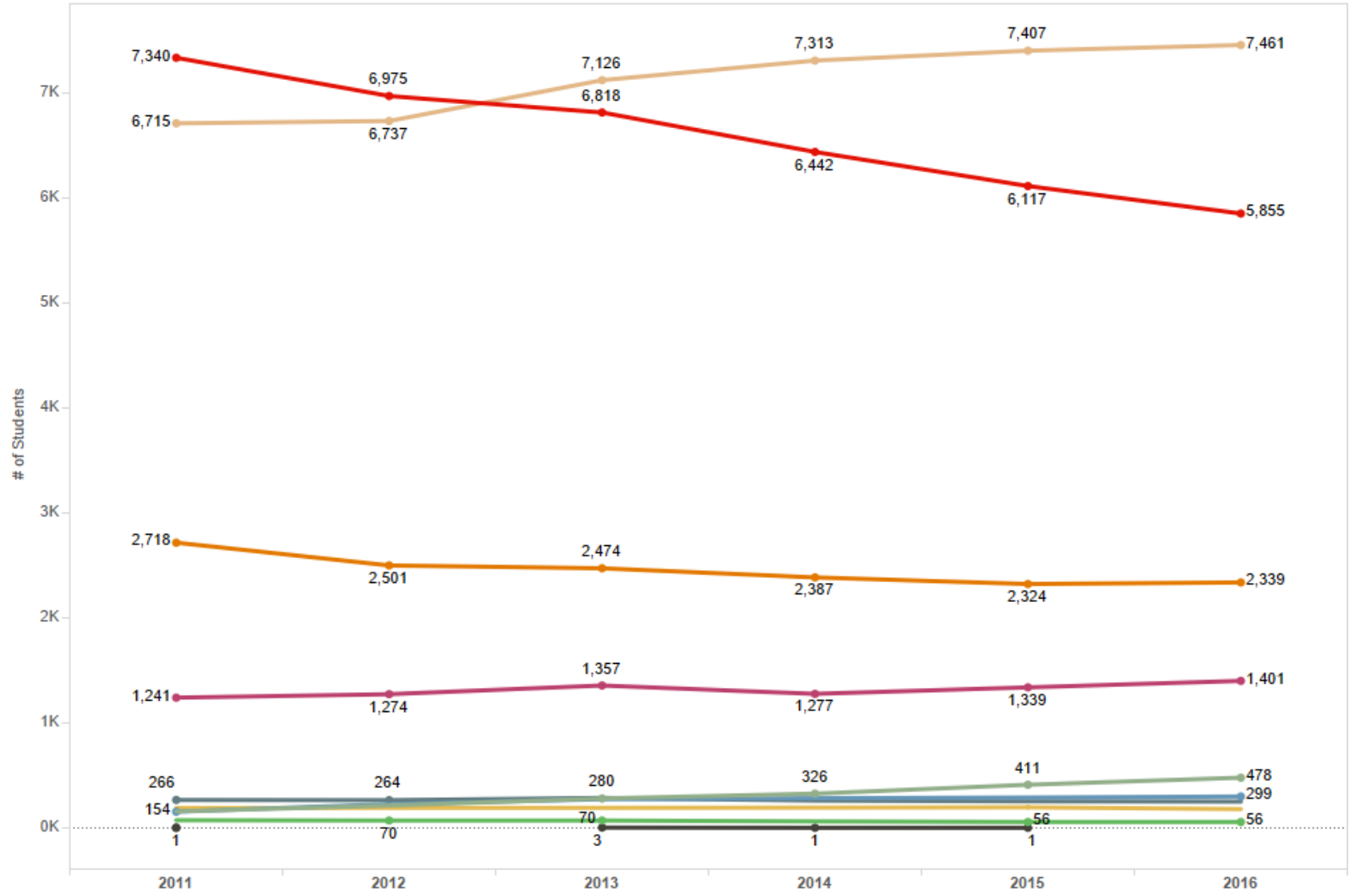
Historical Enrollment on CBEDS Day

View by Network/School
Network

Select Network/School
Multiple values

Select Grade
All

View by Group
Ethnicity



Data Source: Aeries. **Network/School:** CCPA, Middle School Network, High School Network and 1 more. **Notes:** CBEDS Day refers to The California Basic Educational Data System's annual data collection day, which takes place on the first Wednesday of October each academic year. Enrollment data includes only OUSD district-run schools.

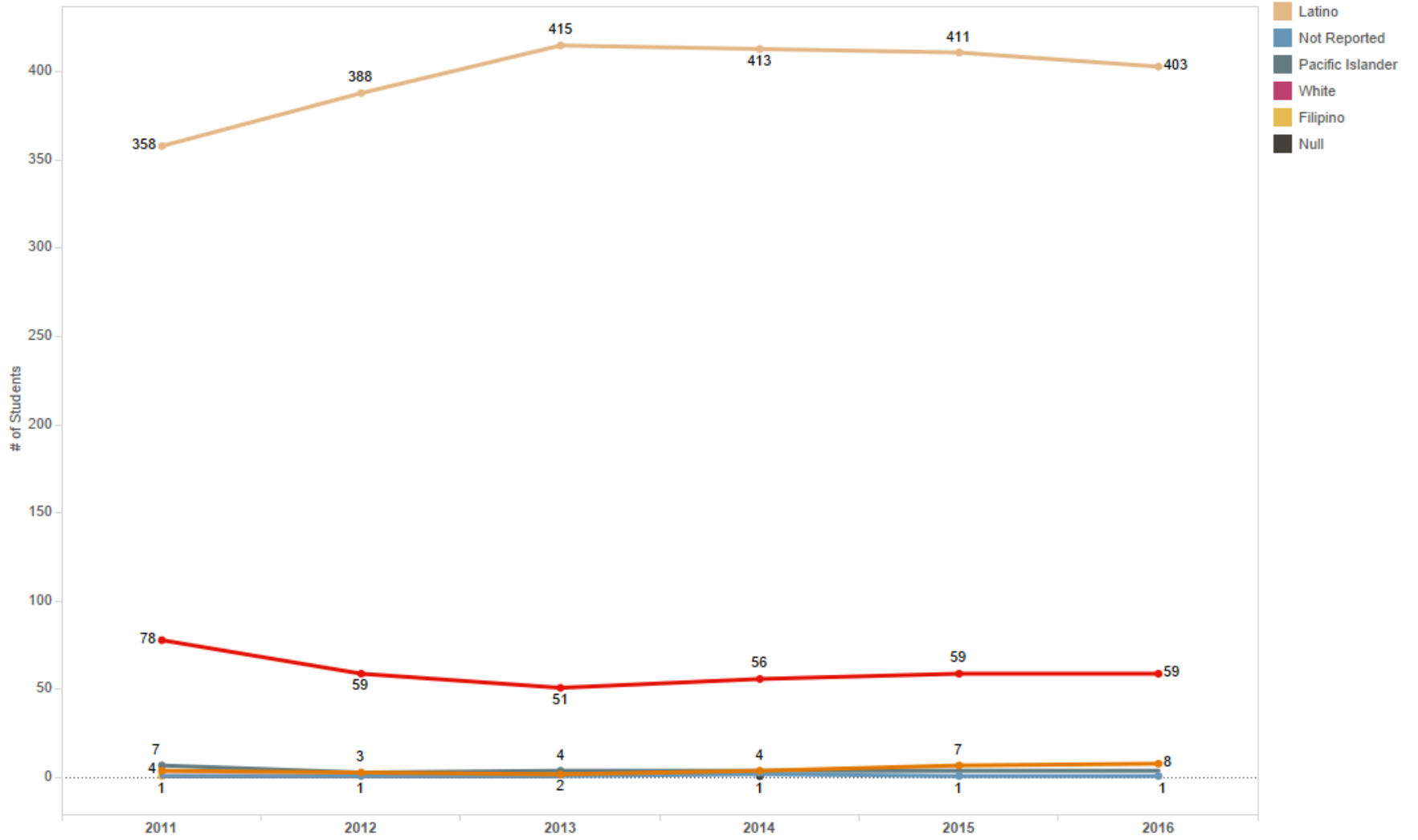
Historical Enrollment on CBEDS Day

View by Network/School: School

Select Network/School: CCPA

Select Grade: All

View by Group: Ethnicity



Data Source: Aeries. **Network/School:** CCPA. **Notes:** CBEDS Day refers to The California Basic Educational Data System's annual data collection day, which takes place on the first Wednesday of October each academic year. Enrollment data includes only OUSD district-run schools.

Overarching Vision for G1 Funds

CCPA has art for all students not in reading intervention and BSU.

CCPA has a partnership with Oakland Public Conservatory of Music to teach lessons during the after school and summer programming.

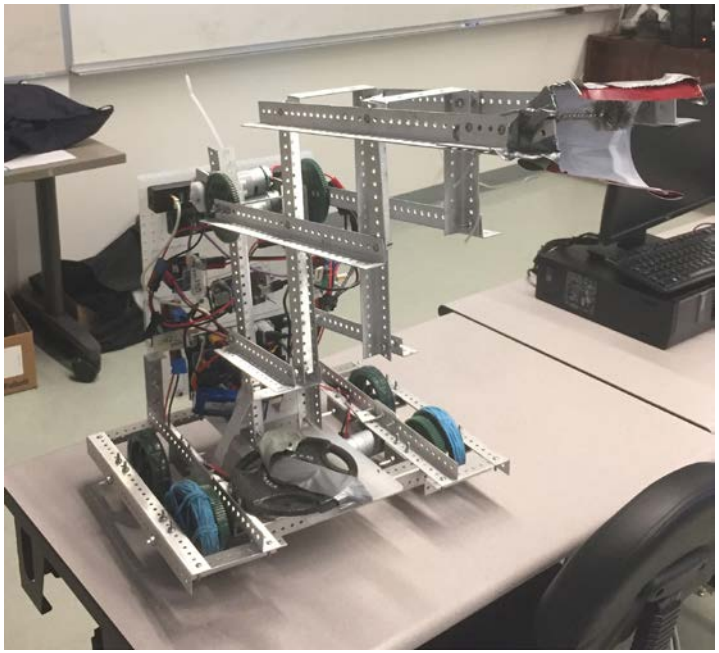
For CCPA, we need to maximize our ability to hold onto our African American students over time and support the positive and affirming experience they deserve.

Additionally, we plan to target boys to build more supportive and productive community.

Computer Science

Some students at CCPA are computer illiterate- They cannot use a computer to create things. They can solely use a computer to consume things.

Given the district and school focus on building a strong computer science pathway, it is logical to build strong base computer skill in our middle school students.



Grounded: School Wide Root-Cause Analysis

- Increase the percentage of African American students attending CCPA from 13% to 17% or higher. (We want the school to racial reflect the surrounding community)

- Increase the percentage of affirmative responses to the question “Adults at this school intervene when someone is being bullied” by 5%.

- Increase the entry level computer literacy skills for our CS Pathway.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
$30,745	Extended contracts for teachers and money for consultants to partner with our lead agency Safe Passages to staff the implementation of our Black Student Union, 8th grade Computer Science, MS Girls Leadership Group	Increase the percentage of African American students attending CCPA from 13% to 17% or higher. Increase the percentage of affirmative responses to the question “Adults at this school intervene when someone is being bullied” by 5%.
$16,491	0.25 FTE for additional MS Boys Leadership group	Increase the percentage of affirmative responses to the question “Adults at this school intervene when someone is being bullied” by 5%.

EVERY STUDENT THRIVES!

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org @OUSDnews

Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure G1
Grant Application 2017-18
Draft Due March 1, 2017

School:	Coliseum College Prep Academy	Principal	Amy Carozza
School Address	1390 66th Ave Oakland CA 94621	Principal Email:	amy.carozza@ousd.org
School Phone	510-639-3201	Principal Phone:	510-639-3201
2017-18 Enrollment (6-8)	201	Anticipated Grant Amount*.	$47,236

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
49%	51%	98%	11%	5%	28%	99%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
13%	0%	1%	84%	0%	1%	0%	1%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	**Role**
Amy Carozza	Principal
Fabiana Ahumada	Assistant Principal
Amy Boyle	Assistant Principal
Robert Campbell	Director of Student Support

School 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.

Middle School Measure G1 Self- Assessment:
Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		***Art (Visual Arts, Theater, and Dance)***	
Access and Equitable Opportunity	Entry	***Access and Equitable Opportunity***	Entry
Instructional Program	Entry	***Instructional Program***	Entry
Staffing	Entry	***Staffing***	Basic
Facilities	Entry	***Facilities***	Basic
Equipment and Materials	Entry	***Equipment and Materials***	Entry
Teacher Professional Learning	Entry	***Teacher Professional Learning***	Basic
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Emerging		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		*Safe and Positive School Culture (SPF/SPSA)*	
2016-17 Enrollment Data (projection vs. 20 day)	475 Enrolled on 20 Day 461 Projected	***SPF - Suspension***	1%
ES Outreach Strategy Actions	Recruitment fairs, promotional materials, community outreach, school tours	***SPF - Chronic Absence***	6.4%
Programs to support ES students transition to MS	Summer Bridge Advisory	***CHKS data***	92.8% Participation Rate - Students 53.5% Participation Rate - Parents 84.4% Participation Rate - Staff

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	**Date**
SSC	4/28/17
SSC	2/24/17

Staff Engagement Meeting(s)	
Staff Group	**Date**
All Staff Meeting	2/10/17
PLC Lead Meeting/ILT Summit	12/1/16 and 12/6/16

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

   T**he Goals of the Measure**
   - Increase access to courses in arts, music, and world languages in grades 6-8
   - Improve student retention during the transition from elementary to middle school
   - Create a more positive and safe middle school learning environment

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

4. Add additional lines if you would like to add additional budget items.

5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
We are establishing a relationship with Oakland Public Conservatory for both our summer programming and after school program. They ran a comprehensive middle school program here last summer as well as after school this year. Next year we seek to further establish the partnership to move more students through. We will not seek Measure G1 funds to expand music into the school day due to facilities constraints.		
Budget	**2017-18 Activities**	**Anticipated Outcome**
NA		

2. Art Program

Programmatic Narrative Based on Rubric		
We already fund a full 1.0 art teacher to teach 3 middle school sections, which progress through a series of foci, but exist independently to allow students to move in and out without taking the previous course. Sections are currently not available to all students due to space and schedule constraints. Due to facilities constraints, we will not seek to expand course offerings. The highest leverage place to move the art program is materials, as currently we provide only basic drawing supplies and collage materials		
Budget	**2017-18 Activities**	**Anticipated Outcome**
$1540	Increase funding for supplies to meet the recommended $15/student. Planned purchases are oil and water based paints and respective canvases.	Expand mediums available for the visual arts class to diversify student experience and allow students to experiment with styles.

3. World Language Program

Programmatic Narrative Based on Rubric		
Due to space and staffing limitations, we do not have plans to implement middle school world language during the 17-18 school year. We continue to offer a two year A-G sequence of Spanish at the high school level, differentiated for heritage speakers and culminating in AP Spanish Language. Due to the demographics of our school, we require significant staffing in order to provide relevant courses.		
Budget	**2017-18 Activities**	**Anticipated Outcome**
NA		

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis
For the last 4 years we have enrolled 90% of our incoming 6th grade class in our summer bridge programming. With a high concentration of students coming from our neighboring elementary schools, over 90% of students living within a mile radius of the school, and 30% of our incoming 6th grade class being siblings of current or former students, we have an extremely high options rate. Our Summer Bridge has been staffed by at least one member of our Special Education department and is overseen by our Director of Student Support. This allows us to identify students who may need additional academic or social-emotional support before classes begin in August. No additional needs at this time.

Budget	2017-18 Activity	Anticipated Outcome
NA		

3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
On the California Healthy Kids Survey, our students responded to the question “Adults at this school intervene when someone is being bullied” at a less affirmative rate than the district average (40% vs. 50%). The gap was most pronounced at the middle school grades. This highlighted dual issues: a lack of structured spaces to develop student voice as a skill, and the need for deeper relationships with adults at the lower grades. We are therefore focusing on developing a middle school leadership curriculum through two elective courses. Additionally, our students in Special Education report a higher rate of social stress than our students in general education. We are increasing SDC Mild-Moderate inclusion support within middle school electives. We want to purposely have this position overlap with the leadership courses in order to explicitly link the needs of our students in special education to the greater school community. CCPA’s African American student population is less than the demographics of the surrounding community. Over the last five years we have made deliberate efforts to recruit and retain African American students to our school. Part of these efforts has been our division 1 Black Student Union, which only includes 6th and 7th grade. We would like to increase this work to 8th grade students to facilitate the transition to high school, as well as long term build out the work.

Budget	2017-18 Activity	Anticipated Outcome
$30,745	Extended contracts for teachers and money for consultants to partner with our lead agency Safe Passages to staff the implementation our Black Student Union (8th grade), Computer Science elective (8th grade), MS Girls Leadership Group, and inclusion facilitation in elective courses	Increase the percentage of African American students attending CCPA from 13% to 17% or higher. Increase the percentage of affirmative responses to the question “Adults at this school intervene when someone is being bullied” by 5%.
$16,491	0.25 FTE for additional MS Boys Leadership group	Increase the percentage of affirmative responses to the question “Adults at this school intervene when someone is being bullied” by 5%.

2016-17 CCPA SPSA

- Looking at the Site Plan together
- SPF for THIS YEAR:
    - ALL SPFs for district
    - How budget is allocated
    - What is put out through options
    - Not cohort matched
    - CCPA HS 2016-17 SPF
    - CCPA SPF 2016-17 Middle School
- SPF for Next Year
    - Hoping that with elementary school reading grant we don't need to put as much money into reading intervention in the future
    - Need for math intervention
    - Also will have G1 money to pay for middle school electives
        - Want to add a performing arts elective
            - Possibly a 10 - 5 schedule
- SBAC
    - 11th grade = EAP
    - 6 - 8th = if you don't perform in your expected you go to summer school
        - Do this with enough kids that it scares people
    - SBAC Instruction
        - SBAC practice problems/tests
        - School wide advisory lesson
        - Teachers need to talk about SBAC now
        - Teaching Testing Strategies
        - Overview of different types of questions
    - SBAC Planning
        - Need to have a SBAC Planning meeting in January
        - Allot more time for the test
            - Testing session needs to be 3 hours
        - This Friday have grade level groups look at the sample problems
        - Need to have a PD to talk about this stuff and have teachers plan
            - Potentially the 3nd week in January
            - Sample Questions: https://www.smarterbalanced.org/assessments/sample-questions/
            - Definitely want students to do the practice tests
            - Idea to
        - Show kids settings on the SBAC (request special settings for all kids, not just IEP/ELL?)
        - Parent engagement?
            - Could do an "Importance of Testing" parent engagement
                - Maybe this would be a couple of weeks before?

- SBAC Testing
  - Mandatory breakfast
  - Gum if kids want it
  - Mindfulness before the test begins
  - Warm ups focused on what students are good at (visualization/guided writing), basic testing strategies (process of elimination, plugging in, pre-reading questions, identifying verbs in question text, etc.)
  - Proctor needs to monitor student progress
    - Looking to see what questions students are on
    - Are they working too fast? Skipping questions?
  - Need more people in the room to circulate and monitor how students are actually doing
  - Tie time you put into it to a grade in your classes
  - Only teachers should be able to submit
- SBAC Celebration - whenever we get the results

SBAC Dashboard

- PD Plan for the rest of the year
  - ALLAS Cycle in February
    - Analysis of Student Work
    - ALLAS School-wide Goals
      - Teachers will implement language objectives in EA in tandem with content objectives, with the intent of making performance tasks more accessible and transparent to English Language Learners. 1A.1
      - Students will be able to demonstrate the function of proposition and support in writing by developing a solution to a problem in writing with ample reasons (3+) to support the solution. 3A.1
    - Have people bring student work that has to do with goal 2 specifically
      -

At PLC meeting next week:

- Agenda for 12/9
  - https://docs.google.com/document/d/1LII-XT-SsJkiYTBMamnXnc5iei6DM-mWJ8qcuH5GEuQ/edit?usp=sharing
  - Day of Reflection - goals met this semester, next steps for next semester
  - Chela presents on student evaluations of teachers
  - Mid-year working conditions survey
    - https://docs.google.com/forms/d/1wVRfj5wnRxhYn8x8rQleLgfIwWRmyysnadOB4w8GIDg/edit?usp=sharing
- SBAC data analysis

    - Reading and writing were lower than listening and research in all different grade levels
        - Writing - grammar, writing conventions, strategies, and style
            - Points towards a need to focus on revision
                - Revision muscles as a school could use a lot of work
                    - Students are not taking this option even when it will seriously help their grades
                    - Students are really done with things once they are done and are not willing to go back
                - This could fit across contents
                - Lots of different tools
            - Grammar seems like it fits in English classes mostly
        - Reading - comprehension - identifying the ____ that best supports _____, inference
            - A lot of this is already being done
            - Maybe focus on making connections between what they're doing in class and what happens on a standardized test
            - Reading stamina is a thing as well
    - In PD need teachers to become more fluent themselves with the system so that they can teach students as well
- SBAC interim
    - Ensure all teachers have access SBAC system
    - Still unclear how/if we can get scores for SBAC
        - Seems like we should be able to get scored from adaptive part and maybe just need to hand score if we want to do the open-ended task part
        - If we can't get interim scores should do a lesson walking through the practice test (in English and Math classes?) (Kelley has a lesson plan)
            - Do this anyways regardless of if we do interim or not
            - Have grade levels teams decide which questions are most high leverage for reviewing with students
- Coaching, consultancy
- PD next year - wait for results from mid-year working conditions survey

Division Team 1:30-2:35

SBAC 2:40-3:15pm

CCPA Community Meeting

SSC MEETINGS

February 24, 2017

1390 66th Avenue Oakland, CA 94621

From 9 am

IN OUR

FRC

Agenda Items:

- Review and vote on 2017-2018 budget
- *Revisión y voto del presupuesto 2017-2018*

ALL ARE WELCOME TO COME JOIN US!

¡TODOS SON BIENVENIDOS!

School Site Council Meeting
Coliseum College Prep Academy

Sign-In Sheet

Date: February 24, 2017

Sheet written in hardcopy **Please Check One**

Printed Name	Signature	Staff	Parent or Community	Student
Rachel Korschun		X		
Crystal Huey			✓	
Jose Mendoza			✓	
Arnetta Alden				✓
Perry Bellow-Handelman		✓		
JCarozza		✓		
Isabel Pelayo Munoz		✓		
Eldridge Peterson			✓	
Michael Ford			✓	
Marcela Jimenez			✓	
Elizabeth Devora			✓	

AGENDA
SSC MEETING
COLISEUM COLLEGE PREP. ACADEMY
1390 66TH Avenue Oakland, California 94621
Family Resource Center

February 24, 2017
(9am-10am)

Goals/*Metas:*
Review and vote on 2017-2018 budget — Ms. Carozza
Revisión y voto del presupuesto 2017-2018

Item/*Tema*	**Facilitator/*Facilitador***
1. Welcome, Introductions & Norms *Bienvenida/presentaciones y normas*	Ms. Carozza
2. Membership role call *Llamado de lista de miembros*	Ms. Korschun
3. Review and vote on 2016-2017 budget *Revisión y voto del presupuesto 2016-2017*	Ms. Carozza
4. Review and vote on 2017-2018 budget *Revision y voto del presupuesto 2017-2018*	Ms. Carozza
5. Other Business/ *Otos asuntos*	Ms. Carozza
6. Adjournment/*Clausura*	Ms. Carozza

- Meeting called to order at 9:05
- 2/3/17 minutes reviewed
    - Mendoza motions to approve, Perry seconds
        - All in favor, 0 abstentions, 0 against
- We have received the budget for next year, but the budgeting tool is still not open
    - Reviewing the budget
    - Amy has put in the two appeals again → those aren't shown here yet - hopefully we get them
    - Inclusion is fully included in student money here
        - But SPED teachers aren't included here
    - Measure G library money → they are trying to take this money
    - Title 1 is 15% being held at the district right now
        - It's also slightly lower this year
    - G1 is enough for one teacher
        - Probably split this between two positions
    - Looking to move some support positions into district positions so they can get benefits
    - We have a half time position allocated → looking to make it full time for college support
- Scheduling meeting with actual budget
    - 3/9 @ 9 AM
- Meeting adjourned at 10:00

2.10.17 All Staff PD

Staff Norms		
Be Respectful and Safe	Be Responsible	Have A Growth Mindset
● Step Up/Step Back/Monitor air time ● Solution oriented & Think Outside the Box! ● Clear objectives & expectations ● Collective leadership ○ For example, through the process of distributing leadership around check in facilitation ● Start/end on time ● Being present/fully engaged ● Assume positive intent & Challenge unconscious bias (sucka free city) ● Listen to listen, not to respond		

Learning Targets:

1. I can further my thinking in my implementation of ALLAS work.
2. I can learn about my colleagues' ideas for post-session.
3. I can craft an idea for post-session that students will be excited about.
4. I can plan post-session.

Time	Topic	Person	Learning Target	Process
1:30 - 1:50	ALLAS	Novick & Korschun	1	Co-construction of paragraph.
1:50 - 2:00	Post-Session Shareout	Kelley	2	Inner circle/Outer Circle
2:00 - 2:05	Group Split	All		Split into people who already have their post-session idea planned and those that still need an idea or other adults for their post-session. D1 teachers split off into separate group.
2:05 - 2:20	Idea Brainstorm	Rachel	3	Post-session ideas up on the board. People get into groups.
2:20 - 3:00	Planning Time	All	4	Planning of post-session. Donor's Choose, connect with organizations, make reservations, make Powerpoint slide for the kids.

3:00 - 3:15	Share Out	All	2	Share out post-session plans.

CCPA Community Meeting

SSC MEETINGS

April 28, 2017

1390 66th Avenue Oakland, CA 94621

From 9 am

IN OUR

FRC

Agenda Items:

- Review and vote on 2017-2018 budget
- Review and vote on Site Plan (SPSA)

- *Revisión y voto del presupuesto 2017-2018*
- *Revisión y voto del Plan de Sitio (SPSA)*

ALL ARE WELCOME TO COME JOIN US!

¡TODOS SON BIENVENIDOS!

AGENDA
SSC MEETING
COLISEUM COLLEGE PREP. ACADEMY
1390 66TH Avenue Oakland, California 94621
Family Resource Center

April 28, 2017
(9am-10am)

Goals/*Metas:*
Review and vote on 2017-2018 budget — Ms. Carozza
Review and vote on Site Plan (SPSA)
Review adn Revisión y voto del presupuesto 2017-2018
Revision y voto del Plan de Sitio (SPSA)

Item/*Tema*	**Facilitator/*Facilitador***
1. Welcome, Introductions & Norms *Bienvenida/presentaciones y normas*	Ms. Carozza
2. Membership role call *Llamado de lista de miembros*	Ms. Korschun
3. Review and vote on 2016-2017 budget *Revisión y voto del presupuesto 2016-2017*	Ms. Carozza
4. Review and vote on Site Plan (SPSA) *Revision y voto del Plan de Sitio (SPSA)*	Ms. Carozza
5. Review and vote on 2017-2018 budget *Revision y voto del presupuesto 2017-2018*	Ms. Carozza
6. Other Business/ *Otos asuntos*	Ms. Carozza
7. Adjournment/*Clausura*	Ms. Carozza

School Site Council Meeting
Coliseum College Prep Academy

Sign-In Sheet

Date: April 28, 2017

Sheet written in hardcopy **Please Check One**

Printed Name	Signature	Staff	Parent or Community	Student
Crystal Huey			✓	
Eldridge M. Parsons			✓	
MARCELA			✓	
Jose Mendoza			✓	
Elizabeth Devora			✓	
Rachel Koschun		✓		
Amy Carozza		✓		
Tillman Sylvia				✓
Arnetta Olden				✓
Jabal Pelayo Munoz		✓		
Rebecca Rozo-Hardy		✓		
Michael Ford			✓	✓

- Meeting called to order at 9:04
- March minutes reviewed
    - Last month we voted to approve 17-18 budget and SPSA
    - Mr. Persons motions to approve minutes, seconded by Mendoza
        - All in favor, 0 against, 0 abstentions
- SPSA edits
    - Added an unfunded line to the site plan about services for homeless and foster youth
    - Included dual enrollment as being aligned with GATE programming
    - Strategic actions to address GP Discretionary is not working in the tool
        - The associated strategy drop down menu is not working here
        - Will add when it is working
        - Things that will be on the pulldown list: Family engagement, college going culture, and teacher led PD are our signature elements
            - Writing center, full inclusion, computer science pathway are the Measure N design features
    - No action shifts or money shifts → description shifts
    - Korschun motions to approve SPSA with new edits, Mendoza seconds
        - All in favor, 0 abstentions, 0 against
- Mr. Persons will sign the assurances page from the site plan
- Since we met last time the district has frozen all of our budget
    - Post session will still happen because teachers did the fundraising
- Meeting adjourned at 10:02

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Coliseum College Prep Academy **Site Number:** 232

[X] Title I Schoolwide Program	[X] Local Control Funding Formula (LCFF) Base Grant	
[ ] Title I Targeted Assistance Program	[X] LCFF Supplemental Grant	[X] 21st Century
[X] After School Education & Safety Program (ASES)	[X] LCFF Concentration Grant	[ ] 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: _____

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

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

Signatures:

Amy Carozza	AB	4/28/17
School Principal	Signature	Date
Eldridge Persons	[signature]	4/28/17
Print name of SSC Chairperson	Signature	Date
Preston Thomas		
Network Superintendent	Signature	Date
Gloria Gamblin		
Interim Chief Financial Officer	Signature	Date

Measure G1 Commission Middle School Proposal Rubric

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Name: **Commissioner:**

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
For the five lines below, only score the components that apply to a given proposal.			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement