REVISED
By Edgar Rakestraw at 7:00 am, 6/10/17

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**
$15,745	.2 FTE, extended contracts or consultant money for teacher to staff the implementation CS Discoveries and Animation and Storyboarding class. The Arts curriculum will be supported by Pixar curriculum and align to the graphic arts sequence that leads into the high school pathway.	All 8th grade students can use a computer to create a digital art and multimedia art projects that support creative expression, art and design thinking.

CS Discoveries: The first semester of CS Discoveries includes three units: Problem Solving, Web Development, and Animation. Students learn the design process, the basics of programming, debugging, and the structure of JavaScript. The course also focuses on design, graphics, user experience, and personal expression. The websites and animations that students create provide opportunities for students to create digital graphics using tools like Editey, Piskel, and programming in Processing.

Animation and Storyboarding: The second semester CS course is an extension of the animation unit in collaboration with Pixar. In this course, students will create, edit, and publish a 30-second animation about a personal narrative or a PSA. This course requires students to storyboard, sketch characters, create sprites, and program their animation in JavaScript.

This Pixar course is designed to be an art class. I've attached a week-by-week plan for the class. It is not fully flushed out as much of the development will be completed this summer.

Digital Art - These photos are our inspiration- two photos of images created by CCPA students for a film they are making, and one photo of Met West students building a 3D designed and printed Dragon.

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
$15,000	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) Second and third priorities that are unfunded: ● Girls leadership group ● Inclusion support for students in Special Education	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%.