



2019-20 Measure G1

Grant Application

Due: February 11, 2019

| | | | |
|--|---------------------------------------|----------------------------|------------------------------|
| School | Coliseum College Prep Academy | Contact * | Isabel Pelayo- Munoz |
| School Address | 1390 66th Ave Oakland, CA 94621 | Contact Email | isabel.pelayo-munoz@ousd.org |
| Principal | Amy Carozza | Principal Email | amy.carozza@ousd.org |
| School Phone | 510-639-3201 | Recommended Grant Amount** | \$93,757 |
| Actual 2018-19 Enrollment (6-8) (20 day count) | 203 | | |

**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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 ([2018-19 approved proposal](#) and [carryover form](#))

| 2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary) | | Budget Amount |
|--|--|---------------|
| 1 | Middle School Advisor (as much staffing as this amount can afford) | \$ 42,049.00 |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| Budget Total (must add up to Current Grant Amount) | | \$42,049 |

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

| 2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary) | | Budget Amount |
|--|---|---------------|
| 1 | Middle School Case Manager/ Adviser (.97 FTE) | \$93,313.74 |
| 2 | Art Supplies | \$443.26 |

| | | |
|--|--|--------------------|
| | Budget Total (must add up to Anticipated Grant Amount) | \$93,757.00 |
|--|--|--------------------|

School Demographics

| Male | Female | % LCFF | % SPED RSP | % SPED Mild-Moderate | % English Learners | % Oakland Residents |
|------|--------|--------|------------|----------------------|--------------------|---------------------|
| 228 | 251 | 94 | 12 | 9 | 30 | 98 |

Student Body Ethnic Composition

| African-American | American Indian/Alaska n Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial |
|------------------|---------------------------------|-------|-----------------|----------|------------------|-----------|-------------|
| 12 | | | 82 | | 2 | 1 | |

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

| Name | Role |
|-------------------|---------------------|
| Carina Ibarra | D1 English Teacher |
| Kelley Leathers | ITL Reading Teacher |
| Isabel Pelayo | Office Manager |
| Shannon Claiborne | Case Manager |
| Maria Robles | Parent Coordinator |

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.

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.

| <u>Music</u> (Rubric Score) | 2017-18 (last yr) | 2018-19 (this yr) | <u>Art (Visual Arts, Theater, and Dance)</u> | 2017-18 (last yr) | 2018-19 (this yr) |
|--|------------------------------|------------------------------|---|------------------------------|------------------------------|
| Access and Equitable Opportunity | Entry | Entry | Access and Equitable Opportunity | Basic | Basic |
| Instructional Program | Entry | Entry | Instructional Program | Basic | Basic |
| Staffing | Entry | Entry | Staffing | Basic | Basic |
| Facilities | Entry | Entry | Facilities | Basic | Basic |
| Equipment and Materials | Entry | Entry | Equipment and Materials | Basic | Basic |
| Teacher Professional Learning | Entry | Entry | Teacher Professional Learning | Basic | Basic |
| <u>World Language</u> (Rubric) | 2017-18 (last yr) | 2018-19 (this yr) | | | |
| Content and Course Offerings | Developing | Developing | | | |
| Communication | Sustaining | Sustaining | | | |
| Real world learning and Global competence | Sustaining | Sustaining | | | |

Measure G1 Data Analysis

| 5th - 6th Grade Enrollment/Retention (SPSA/Enrollment) | 2017-18 (last yr) | 2018-19 (this yr) | Safe and Positive School Culture (SPSA) | 2017-18 (last yr) | 2018-19 (this yr) |
|---|--|--|--|------------------------------|------------------------------|
| 2017-18 Enrollment Data (20 day) | 476 | 489 | Suspension | 2.7% | 2.8% |
| ES Outreach Strategy Actions | Recruitment fairs, promotional materials, community outreach, school tours | Recruitment fairs, promotional materials, community outreach, school tours | Chronic Absence | 13% | 13% |
| Programs to support ES | Summer Bridge | Summer Bridge | CHKS data (district only) | 15-16 | 17-18 |

| | | | | | |
|--|--|--|---|----------------------------------|--------------|
| students transition to MS | Advisory | Advisory | <i>“This school promotes academic success for all students”, 8th grade, agree</i> | 66.6% 16-17 85% | 64% |
| Referral Data: This past year, CCPA is noticed an uptick in tier 1 student social emotional need. Referral for verbal threat and intimidation, bullying and/ or hate speech directed toward peers is up 241% (36 to 87 incidents) this year when compared to last year. | 16-17 36 incidents 17-18 87 incidents | 17-18 For 6th and 7th grade, OCR reduced by 10%. Severe referrals reduced by 4%, which demonstrates increased capacity of teachers to manage behavior in class. | CHKS data (district only) Also, this past year, 6th graders responded “agree” or “strongly agree” to the statement “I feel a part of this school” at 67%. This rate plummeted for the same students the following year in 7th grade to 52% feeling a part of the school. | 15-16 67% 16-17 52% | 17-18 56% |

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

The required documentation is linked below

| Community Engagement Meeting(s) | |
|--|---------------------|
| Community Group | Date |
| Measure G1 Sub Committee | February 11th, 2019 |
| | |

| Staff Engagement Meeting(s) | |
|---|---------------------|
| Staff Group | Date |
| Measure G1 Sub Committee/ Community Invited | February 11th, 2019 |
| Faculty Council | January 23rd, 2019 |

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team’s plan to address the following:

The 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

1. 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. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. 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 | | |
|---|--|--|
| <p>We are continuing with Oakland Public Conservatory for summer programming . They plan to run a comprehensive middle school program here this summer. We do not seek Measure G1 funds to expand music into the school day due to facilities constraints.</p> <p>In 19-20, CCPA intends to hire a full time music teacher afforded by our expansion.</p> | | |
| Budget | Description of 2019-20 Proposed Expenditures | Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i> |
| | | |
| | | |
| | | |

2. Art Program

| Programmatic Narrative Based on Rubric | | |
|--|--|--|
| <p>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.</p> <p>CS Discoveries (a Pixar created CS/ animation curriculum) was successfully implemented this year for all 8th graders at CCPA. Students rotated through the course in 9 week sections. Kids learned animation and</p> | | |

storyboarding. CCPA will continue this work next year, but we will not fund it out of G1.

| Budget | Description of 2019-20 Proposed Expenditures | Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i> |
|----------|--|--|
| \$443.26 | Art Supplies | 180 6th and 7th grade students will create a new painting project (on real canvases with brushes) using these supplies. |
| | | |

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 | Description of 2019-20 Proposed Expenditures | Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i> |
|--------|--|--|
| | | |
| | | |
| | | |

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

For the last 5 years we have enrolled 90% of our incoming 6th grade class in our summer bridge programming hosted for 1 month each summer on the CCPA campus. 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 (+240%). Our Summer Bridge is 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.

| Budget | Description of 2019-20 Proposed Expenditures | Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of</i> |
|--------|--|---|
|--------|--|---|

| | | <i>students served, or achievement for specific student group.)</i> |
|--|--|---|
| | | |
| | | |
| | | |

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Over the 18-19 School year, the Middle School Advisor has worked with the D1 (6th and 7th grade) division team lead to write and build a character and community building curriculum called "Leadership". This curriculum is a generally thought to be success. In 6th and 7th grade, moderate/ Out of class referrals have decreased by 10%. Similarly, serious referrals resulting in suspension/ alternatives to suspension have reduced by 8.6%. The community building and positive culture set in Leadership has improved our middle school culture.

Additionally, the middle school advisor has directly supported student behavior in multiple spaces to build stronger community. She case manages students who require more support and manages CICO across our staff for those students.

Our Middle School Advisor will:

- Organize grade level informational assemblies;
- Monthly award assemblies and celebrations;
- School wide celebrations and incentive programs;
- Support with 6th grade transition from elementary school
- Identify students with attendance issues and build relationships with students and families to increase their attendance.
- Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.
- develop a 5th to 6th grade transition program
- caseload of students with highest needs to help each stay connected to school
- be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed

| Budget | Description of 2019-20 Proposed Expenditures | Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i> |
|---------------|---|---|
| \$93,313.74 | Middle School Case Manager/ Adviser (.97 FTE) | Reduced out of class referrals across 6-8th grade. Improved student culture. |
| | | |
| | | |

This past year, CCPA is noticed an uptick in tier 1 student social emotional need. **Referral for verbal threat and intimidation, bullying and/ or hate speech directed toward peers is up 241% (36 to 87 incidents) this year when compared to last year.**

We speculate this increase is in part a carryover of negative culture from some of our feeder elementary schools and an uptick in general hate and racism in our culture. That said, CCPA seeks to address this area of need directly in 18-19 through the hiring of a Middle School Advisor dedicated to culture work in our middle school (and specifically our incoming 6th graders).

Also, this past year, 6th graders responded “agree” or “strongly agree” to the statement “I feel a part of this school” at 67%. This rate plummeted for the same students the following year in 7th grade to 40% feeling a part of the school.

We see this as a further indication of the culture work that must be done to support our students transition to and through middle school. The Middle School Advisor will focus on this work part time during the 18-19 school year with hopes of growing to full time in 19-20.

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

CCPA G1 Community Meeting

G1 MEETING

FEBRUARY 11, 2019

1390 66th Avenue Oakland, CA 94621

Starting at 10:00 AM

IN OUR

Writing Center

Agenda Items:

- ❖ Review and vote on 2019-2020 G1 budget
 - *Revisión y voto del presupuesto de fondos G1 2019-2020*

ALL ARE WELCOME TO COME JOIN US!

¡TODOS SON BIENVENIDOS!

AGENDA
G1 COMMUNITY MEETING
COLISEUM COLLEGE PREP. ACADEMY
1390 66TH Avenue Oakland, California 94621
Writing Center

February 11, 2019
(10:00 AM)

Goals/*Metas*:

Review and vote on 2019-2020 G1 Funds/Budget

*Revisión y voto de los fondos y presupuesto G1
para el 2019-2020*

| Item/<i>Tema</i> | Facilitator/<i>Facilitador</i> |
|--|---------------------------------------|
| 1. Welcome, Introductions & Norms <i>Bienvenida/presentaciones y normas</i> | Ms. Carozza |
| 2. Membership role call <i>Llamado de lista de miembros</i> | Ms. Pelayo |
| 3. Rubrics | Ms. Carozza |
| a. Music | |
| b. Art | |
| c. Language | |
| d. Transition | |
| e. Safe School Culture | |
| 4. Review and vote of 2019-2020 budget <i>Revision y voto del presupuesto 2019-2020</i> | Ms. Carozza |
| 5. Adjournment/ <i>Clausura</i> | Ms. Carozza |

G1 Community Meeting Coliseum College Prep Academy

Sign-In Sheet

Date: February 11, 2019

Please Check One[illegible]

- February 11, 2019
- G1 Meeting called to order at 10:00 AM
- Review of Rubrics
 - Music Teacher will improve music category
 - As we expand, D1 culture work continues to be important
- Proposed use of G1 funds/budget:
 - \$93,313.74
 - .97 FTE for Case Manager position
 - Discussed good programming for our middle school students
 - The case manager will:
 - Organize assemblies
 - Incentive programs
 - Develop and execute/support a 5th to 6th grade transition program
 - Build relationships with students and families with attendance issues to increase their attendance
 - The remaining \$443.26 for art supplies
 - Isabel motions to approve the proposed G1 budget
 - Seconded by Ms. Leathers
 - All in favor, 0 against, 0 abstain
- Meeting adjourned at 10:30 AM



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19
Due: February 19, 2019**

| | | | |
|-------------------------------|-------------------------------|------------------|----------------------|
| School: | Coliseum College Prep Academy | Principal | Amy Carozza |
| School Address | 1390 66th Ave | Principal Email: | Amy.carozza@ousd.org |
| School Phone | 510-639-3201 | Grant Amount | \$42,049 |
| 2017-18 LCFF Enrollment (6-8) | 198 | | |

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

| | | |
|---|---------------------------|----------------------------|
| Programmatic Narrative Based on Rubric | | |
| NA - No G1 funding spent here. CCPA wants a music program and is looking to build one as we expand. | | |
| Budget | 2018-19 Activities | Anticipated Outcome |

Mid-Year Reflection: Music Program

| |
|--|
| Narrative: Progress Towards Anticipated Outcomes |
| Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. |
| |

2. Art Program (PRELOADED)

| | | |
|---|---------------------------|----------------------------|
| Programmatic Narrative Based on Rubric | | |
| NA | | |
| Budget | 2018-19 Activities | Anticipated Outcome |
| | | |

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

CCPA has an art program. With new art supplies, the teacher has taken up new projects for students.

3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric

NA

| Budget | 2018-19 Activities | Anticipated Outcome |
|--------|--------------------|---------------------|
|--------|--------------------|---------------------|

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

CCPA does not spend G1 funding here. CCPA middle school does not have world language.

4. *5th to 6th Grade Enrollment Retention (PRELOADED)*

Programmatic Narrative Based on Data Analysis

| Budget | 2018-19 Activities | Anticipated Outcome |
|--------|--------------------|---------------------|
| N/A | | |

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

CCPA brought in a strong group of 6th graders. This summer, we ran a leadership and kindness class for all kids. This year, all D1 students, 6th and 7th, are taking a weekly leadership class focused on building community.

5. *Safe and Positive School Culture (PRELOADED)*

Programmatic Narrative Based on Data Analysis

| Budget | 2018-19 Activities | Anticipated Outcome |
|----------|--|--|
| \$42,049 | Middle School Advisor (as much staffing as this amount can afford) | - Decrease in referrals for verbal threat and intimidation, bullying and/ or hate speech directed toward peers |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> - There is not a MS job description focused on the work of transition between 5th and 6th grade and the support of students through middle school. Hopefully this can be created. - CCPA may move the money to Ed Fund to hire an advisor through them with focus on MS. | <ul style="list-style-type: none"> - Improve students connection with their school - Improved response to student need as discovered in summer bridge, through summer data dives and through 6th grade and middle school. |
|--|---|---|

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Middle school case manager also does a substantial amount of support to build a safe culture in our Division 1 through leadership classes and general culture building.

| | | |
|--|--|--|
| CHKS data (district only) <i>“This school promotes academic success for all students”, 8th grade, agree</i> | 15-16 66.6% 16-17 85% | 17-18 64% |
| Referral Data: This past year, CCPA is noticed an uptick in tier 1 student social emotional need. Referral for verbal threat and intimidation, bullying and/ or hate speech directed toward peers is up 241% (36 to 87 incidents) this year when compared to last year. | 16-17 36 incidents 17-18 87 incidents | 17-18 For 6th and 7th grade, OCR reduced by 10%. Severe referrals reduced by 4%, which demonstrates increased capacity of teachers to manage behavior in class. |
| CHKS data (district only) Also, this past year, 6th graders responded “agree” or “strongly agree” to the statement “I feel a part of this school” at 67%. This rate plummeted for the same students the following year in 7th grade to 52% feeling a part of the school. | 15-16 67% 16-17 52% | 17-18 56% |