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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy

**Ask of the Board** Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Coliseum College Prep Academy  
**CDS Code:** 1612590112797  
**Principal:** Amy Carozza  
**Date of this revision:** 4/25/2024

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

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

<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 School Site Council recommended this revision of the SPSA for Board approval on: 4/25/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Benjamin "Sam" Davis, Board President**

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

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

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program           | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement      | <input type="checkbox"/> 21st Century Community Learning Centers                     |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 4/25/2024

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, ParentSquare blasts, etc.)

**Signatures:**

Amy Carozza	<i>Amy Carozza</i>	4/25/2024
<i>Principal</i>	Signature	Date
Tanisha Rounds	<i>Tanisha Rounds</i>	4/25/2024
<i>SSC Chairperson</i>	Signature	Date
Vanessa Sifuentes	<i>VSifuentes</i>	5/9/2024
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/10/2024
<i>Director, Strategic Resource Planning</i>	Signature	Date

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
Tuesday, April 23 · 4:00 – 5:15pm	CCPA PLC Leads	Shared rationale and overview of site plan.
Monday, April 15 · 4:00 – 5:00pm	CCPA Division Team Lead	Shared rationale and overview of site plan.
Thursday, February 1 · 8:30 – 9:30am	CCPA SSC	Budget training and review budget priorities including planned strategies & activities for 2024-25. Documented feedback for ILT review.
Wednesday, March 27 · 9:40 – 10:55am	CCPA Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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

### **Early Childhood Education Program**

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

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### **Transitional Students and Families Unit**

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$302,570.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,159,629.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$275,760	LCFF Discretionary (General Purpose Discretionary #0000)	\$63,125
Title I, Part A Parent & Family Engagement (Title I #3010)	\$7,660	LCFF Supplemental (LCFF Supplemental #0002)	\$571,725
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$19,150	After School Education & Safety (ASES) (ASES #6010)	\$176,643
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$370,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$129,137
		Measure H (Measure H #9339 )	\$328,100
		Measure G1 (Measure G1 #9332)	\$218,329
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$302,570</b>		<b>\$1,857,059</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$2,159,629.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Coliseum College Prep Academy</b>		<b>School ID: 232</b>
<b>CDS Code: 1612590112797</b>	<b>SSC Approval Date: 2/29/24</b>	<b>Board Approval Date: 8/14/2024</b>

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: to be populated once CSI list is released

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

CCPA is losing substantial funding due to the cuts to supplement funding. This disproportionately impacts us given our high percentage of students qualifying for LCFF supplemental funding. This compounds the reallocation/ cut to the concentration funding allocation of recent years. As CCPA doubles in size, we projected our expansion estimates based on funding that is being cut, so each cut impacts the final expanded CCPA budget twice.

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.7%	14.0%	78.4%	0.3%	2.0%	21.3%	97.4%	46.0%	40.1%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.0%	1.1%	1.6%	0.4%	0.0%	1.1%	96.7%	0.3%	89.8%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By June 2025, in order to increase our students' mastery of academic language and content we will consistently focus on practices around student to student talk. As a result we will see growth on both on indicators of Instructional Practice Guide and level of proficiency on the interims (metric to be determined).
<b>Identified School Need:</b>	<p>ELA: Students talk and ask questions about each other's thinking in order to clarify or improve their understanding.</p> <p>Math: Students talk and ask questions about each other's thinking in order to clarify or improve their own mathematical understanding.</p> <p>Science: Students share and exchange their ideas about science concepts throughout the lesson to deepen and solidify their understanding.</p> <p>Art/CTE: Teacher facilitates discussions through skillful probing and arts-industry specific language support sense making of the arts concepts.</p>

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-64.1	not available until fall 2024	not available until fall 2025	-28.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	32.7%	not available until fall 2024	not available until fall 2025	50.0%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-133.6	not available until fall 2024	not available until fall 2025	-60.0
California Science Test (CAST) Standard Met or Exceeded	All Students	14.6%	not available until fall 2024	not available until fall 2025	30.0%



<b>Graduation Measures &amp; Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
Four-Year Cohort Graduation Rate	All Students	93.4%	not available until fall 2024	not available until fall 2025	95.0%
On Track to Graduate: 9th Grade	All Students	74.1%	not available until fall 2024	not available until fall 2025	90.0%
On Track to Graduate: 11th Grade	All Students	70.8%	not available until fall 2024	not available until fall 2025	65.0%
A-G Completion	All Students	88.5%	not available until fall 2024	not available until fall 2025	95.0%
College/Career Readiness	All Students	80.3%	not available until fall 2024	not available until fall 2025	90.0%

<b>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>	
<b>School Goal:</b>	Decrease English language learners distance from standard in both ELA and Math.
<b>Identified School Need:</b>	Focus on writing instruction via Writing Revolution to provide tier 1 intervention for language in 6th- 12th grade core classes.

<b>Academic Measures &amp; Targets for Focal Student Groups</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-122.6	not available until fall 2024	not available until fall 2025	-90.0
SBAC ELA Distance from Standard Met	English Learners	-115.5	not available until fall 2024	not available until fall 2025	-30.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	53.6%	not available until fall 2024	not available until fall 2025	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-182.9	not available until fall 2024	not available until fall 2025	-130.0
SBAC Math Distance from Standard Met	English Learners	-176.6	not available until fall 2024	not available until fall 2025	-70.0

Reclassification Measures & Targets <i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	11.5%	not available until fall 2024	not available until fall 2025	15.0%
LTEL Reclassification	Long-Term English Learners	11.4%	not available until fall 2024	not available until fall 2025	15.0%

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

<b>School Goal:</b>	Reduce chronic absenteeism through attendance team work to get back to pre-pandemic levels.
<b>Identified School Need:</b>	Honestly, we need city level systems to re-engage some families in attendance. Current systems aren't working.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <small>*2021-22 baseline data</small>	All Students	49.6%	not available until fall 2024	not available until fall 2025	70.0%
Out-of-School Suspensions	All Students	5.0%	not available until fall 2024	not available until fall 2025	2.5%
Out-of-School Suspensions	African American Students	7.9%	not available until fall 2024	not available until fall 2025	5.0%
Out-of-School Suspensions	Special Education Students	6.4%	not available until fall 2024	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	61.7%	not available until fall 2024	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	73.5%	not available until fall 2024	not available until fall 2025	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>		High retention of teachers with more than five years of experience.			
<b>Identified School Need:</b>		High retention of teachers with more than five years of experience.			
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	78.8%	not available until fall 2024	not available until fall 2025	82.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>By June 2025, in order to increase our students' mastery of academic language and content we will consistently focus on practices around student to student talk. As a result we will see growth on both on indicators of Instructional Practice Guide and level of proficiency on the interims (metric to be determined).</i>	<p>CCPA has a school-level practice around teaching literacy. We are focused on growing capacity via <i>The Writing Revolution</i> at this point, but multiple staff are revisiting ALLAS pd as offered by the ELLMA office.</p> <p>In math, teachers explicitly focused on language structures- "three-read" and "stronger and clearer". Both are language structures that promote building shared understanding through student talk.</p>
LCAP Goal 2:	<i>Decrease English language learners distance from standard in both ELA and Math.</i>	<p>Instructional structure of the school works to support the learning of many students with different need- learning, language and cultural diversity.</p> <p>Inclusion  Reading Intervention  Quality core instruction  Layed student support (afterschool staff pushed in)  Co-Teaching  Writing Revolution</p>

LCAP Goal 3:	<i>Reduce chronic absenteeism through attendance team work to get back to pre-pandemic levels.</i>	This years attendance is improved due to an improved stability in the community. If we were to point to an action at CCPA that improved attendance, it would be the use of the community schools grant to grow joyful experiences and improve students feeling and mood. This allows us to have the good times that help us through the seriously hard times  MTSS in school for Social Emotional support and Academic support Family Resource Center
LCAP Goal 4:	<i>High retention of teachers with more than five years of experience.</i>	The school is holding on to the staff that best serve the kids. People who struggle are stepping away on their own. Our mission is clear
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	<i>By June 2025, in order to increase our students' mastery of academic language and content we will consistently focus on practices around student to student talk. As a result we will see growth on both on indicators of Instructional Practice Guide and level of proficiency on the interims (metric to be determined).</i>	<i>Because of expansion, we have a substantial number of new staff who do not have the capacity of staff who have been teaching ALLAS and Writing Revolution over the past few years.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>Decrease English language learners distance from standard in both ELA and Math.</i></p>	<p>We cannot afford to scale our reading intervention program due to repeated cuts to LCFF money at the site level. Reading intervention plan that addresses the wide range of student needs. Support for intervention not in reading, particularly in math. Expansion - as we grow, ensuring that our student support can grow with the school size.</p> <p>Students who are disengaged with school and are not responsive to our current interventions/incentives. To scale dual enrollment work, we need to fund increased support to monitor students and communicate with families. Additionally, we are funding a portion of a Community Schools Manager to find resources and services to augment and supplement the school's support for students in need of additional non-academic intervention.</p> <p>Kids aren't working as hard as previously. Course failure is higher than typical. Title I funding will be used to provide a Program Manager (.50 FTE), Teacher STIP (.90 FTE), New Comer Assistant (1.0 FTE), extended contracts and supplies for academic intervention to improve focal student group support. Additionally, we will fund a portion of a college counselor to support transcript analysis and credit recovery to ensure students graduate meeting A-G.</p> <p>Students generally and English Learners specifically have not yet re-normed post-pandemic to regular school attendance and appropriate school behavior.</p>
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<p><i>LCAP Goal 3:</i></p>	<p><i>Reduce chronic absenteeism through attendance team work to get back to pre-pandemic levels.</i></p>	<p>Relationships work the best in improving attendance. Challenge is that staff can only hold so many close supportive relationships while also providing rigorous instruction daily. There is just too much work.</p> <p>There are so many serious mental health issues- suicidality, eating disorders, cutting. And, it feels like there is less community support for kids- partners are struggling to staff mental health provider positions and hospitals are releasing kids in far worse condition than previously. Resources are absolutely stretched at a broader level outside of the school that is impacting the school.</p> <p>Need to re-establish a focus on family work and connect to intervention and student support. Title I - Parent and Title I Student (via extended contracts) Funding will be used to provide classified overtime to provide translation services and home visits to support parents and families.</p> <p>Desire to keep the connection between families and college work as the people leading this work become two separate positions.</p> <p>Expansion - need to find supports for 8th grade students during extended day as expansion goes beyond our after school budget.</p> <p>Lack of parent meetings to build relationship and family/ school partnership that is the core of CCPA.</p> <p>Lack of broader support for improving attendance outside of the school- no consequences, rewards aren't researched to work, need community accountability for children.</p>
<p><i>LCAP Goal 4:</i></p>	<p><i>High retention of teachers with more than five years of experience.</i></p>	<p>Expansion- need to recruit and grow highly qualified teachers. Need to have a position to run the Teacher Academy work and support the growth of people at various stages of becoming teachers and clearing their credentials and also support the coaching work of teachers. Need to have sufficient funding to support master teachers in coaching novice teachers.</p>

<b>ATSI Target Student Groups and Metrics</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
		<b>Baseline</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Target</b>
Chronic Absenteeism	English Learners	57.9%	not available until fall 2024	not available until fall 2025	26.4%

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Coliseum College Prep Academy

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

SPSA for 23-24 is being implemented. Challenges exist in Special Education Staffing- teachers, paraprofessionals and other support staff positions. This has impacted service delivery across the school.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

The strongest new practice being implemented is the expansion of dual enrollment access in the 10th grade and the increased support. This is allowing a much larger group of CCPA students access to college classes earlier. This will increase GPAs both supporting them in being accepted to more programs and getting them more money to attend those programs.

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

Because of the timeline and processes around budgeting this year, it was a challenge to pay out extended contracts in a timely manner. The schedule of revisions and rollover means money is predicted to be available at points. We must count on the money to function. This year, those processes moved very slowly causing us to have to reallocate extended contract money in various budget streams to cover our work as it was completed by teachers on our typical schedule.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Classified overtime for parent meetings and home visits	Reading Inventory (RI) Growth of One Year or More	Meetings about attendance and academics  Supporting SSTs  Home communication  Parent support to access school systems and coordinate with the school	Everything is working. Issue is that this support is not enough to meet the needs in the whole school	We will continue if we find money to do so,



Teacher, Structured English Immersion	Reading Inventory (RI) Multiple Years Below Grade Level	Teaching title 1 students, intervention	Explicit reading instruction works. The needs of incoming student groups exceed what school can afford. Positions are being reallocated to provide core programming as we expand.	We must provide support to our expanding 11th and 12th grades. This position has to be reallocated.
Teacher, Structured English Immersion	LTEL Reclassification	Teaching title 1 students, intervention	Explicit reading instruction works. The needs of incoming student groups exceed what school can afford. Positions are being reallocated to provide core programming as we expand.	We must provide support to our expanding 11th and 12th grades. This position has to be reallocated.
Teacher, Structured English Immersion	ELL Reclassification	Teaching title 1 students, intervention	Explicit reading instruction works. The needs of incoming student groups exceed what school can afford. Positions are being reallocated to provide core programming as we expand.	We must provide support to our expanding 11th and 12th grades. This position has to be reallocated.
12-Month Community School Manager	One-Year Teacher Retention	Coordinating services to meet students' needs in a MTSS system. Providing direct student support-mediations, SSTs, parent meetings, investigation into student reported issues	Student support has been extremely successful in attempting to meet the level of student needs when related to peer conflicts and school culture. This work has increased 4 fold since the pandemic, and it still feels like we aren't able to meet the needs that exist. The harder we work to meet the needs, the more we uncover and have to figure out.	The volume of needs makes it extremely challenging to thoughtfully and thoroughly manage each need or conflict. Prioritizing and being strategic are continued challenges. Further, alignment between all of the staff doing various student support work is challenging and time-consuming. We are trying to come up with standard processes and systems to stay on top of the large volume of work.

12-Month Community School Manager	Chronic Absenteeism	Coordinating services to meet students' needs in a MTSS system. Providing direct student support-mediations, SSTs, parent meetings, investigation into student reported issues	Student support has been extremely successful in attempting to meet the level of student needs when related to peer conflicts and school culture. This work has increased 4 fold since the pandemic, and it still feels like we aren't able to meet the needs that exist. The harder we work to meet the needs, the more we uncover and have to figure out.	The volume of needs makes it extremely challenging to thoughtfully and thoroughly manage each need or conflict. Prioritizing and being strategic are continued challenges. Further, alignment between all of the staff doing various student support work is challenging and time-consuming. We are trying to come up with standard processes and systems to stay on top of the large volume of work.
Case Manager	Out-of-School Suspensions	Working to meet students' needs in a MTSS system. Providing direct student support- mediations, SSTs, parent meetings, investigation into student-reported issues	<p>Student support has been extremely successful in attempting to meet the level of student needs when related to peer conflicts and school culture. This work has increased 4 fold since the pandemic, and it still feels like we aren't able to meet the needs that exist. The harder we work to meet the needs, the more we uncover and have to figure out.</p> <p>Case managers checking in with target students and building relationships has been important to students as reported in our student support survey</p>	The volume of needs makes it extremely challenging to thoughtfully and thoroughly manage each need or conflict. Prioritizing and being strategic are continued challenges. Further, alignment between all of the staff doing various student support work is challenging and time-consuming. We are trying to come up with standard processes and systems to stay on top of the large volume of work.
Supplies	On Track to Graduate: 9th Grade	Things we require to function	Allows us to reimburse staff for purchases to meet needs.	Generally, we need more money for supplies
Extended Contracts - Purpose: Intervention support, case management, home visits to support students and families to successfully meet grade standards, pass classes.	Student Connectedness to School	Money to pay for all of the additional work teachers and staff do	This is critical to our functioning	Given perpetual system shifting, the process changes every year despite a rather consistent series of contracts. This year given new fiscal processes, paying out contracts was challenging this year

<p>Extended Contracts - Purpose: Intervention support, case management, home visits to support students and families to successfully meet grade standards, pass classes</p>	<p>On Track to Graduate: 11th Grade</p>	<p>Money to pay for all of the additional work teachers and staff do</p>	<p>This is critical to our functioning</p>	<p>Given perpetual system shifting, the process changes every year despite a rather consistent series of contracts. This year given new fiscal processes, paying out contracts was challenging this year</p>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Coliseum College Prep Academy

**SCHOOL ID:** 232

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Goal:**

By June 2025, in order to increase our students' mastery of academic language and content we will consistently focus on practices around student to student talk. As a result we will see growth on both on indicators of Instructional Practice Guide and level of proficiency on the interims (metric to be determined).

**Identified Need:**

ELA: Students talk and ask questions about each other's thinking in order to clarify or improve their understanding.

Math: Students talk and ask questions about each other's thinking in order to clarify or improve their own mathematical understanding.

Science: Students share and exchange their ideas about science concepts throughout the lesson to deepen and solidify their understanding.

Art/CTE: Teacher facilitates discussions through skillful probing and arts-industry specific language support sense making of the arts concepts.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Writing Revolution PD for teacher leaders to run PLCs	All Students	Academic	Tier 1 - Universal
1-2	Writing Revolution PD for most staff with PLC processing	English Learner Students	Academic	Tier 2 - Supplemental
1-3	Where writing is less used, a continued focus on student talk in PLCs	African American Students	Academic	Tier 3 - Intensified
1-4	Whole school expectations around writing instruction	Latino/a Students	Academic	Tier 1 - Universal

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

**School Goal:** Decrease English language learners distance from standard in both ELA and Math.

**Identified Need:** Focus on writing instruction via Writing Revolution to provide tier 1 intervention for language in 6th- 12th grade core classes.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Writing Revolution PD for teacher leaders to run PLCs	All Students	Academic	Tier 1 - Universal
2-2	Writing Revolution PD for most staff with PLC processing	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Where writing is less used, a continued focus on student talk in PLCs	African American Students	Academic	Tier 3 - Intensified
2-4	Whole school expectations around writing instruction	Latino/a Students	Academic	Tier 1 - Universal
2-5	Collaborative talk structures used in math content.	English Learner Students	Academic	Tier 1 - Universal

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

**School Goal:** Reduce chronic absenteeism through attendance team work to get back to pre-pandemic levels.

**Identified Need:** Honestly, we need city level systems to re-engage some families in attendance. Current systems aren't working.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Continued attendance team	All Students	Behavioral	Tier 1 - Universal
3-2	SART and SARB meetings/ attendance meetings	English Learner Students	Behavioral	Tier 3 - Intensified
3-3	Building JOY at CCPA and drawing students in	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Trying to hook students with poor attendance into particular groups or activities	Low Income Students	SEL / Mental Health	Tier 3 - Intensified

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

**School Goal:** High retention of teachers with more than five years of experience

**Identified Need:** High retention of teachers with more than five years of experience.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Continue to build Joy for adults and students at CCPA	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Create strong learning teams through strong leads	African American Students	SEL / Mental Health	Tier 2 - Supplemental
4-3	Professionally grow adults to meet the complicated needs of students	Low Income Students	Academic	Tier 2 - Supplemental
4-4	Provide student support in classes to meet students' diverse needs	English Learner Students	Behavioral	Tier 3 - Intensified

**CONDITIONS FOR BLACK STUDENTS** [\*Instructions & resources\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Continue work to create safer spaces for Black students and staff	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Maintain work has grown over the past few years- affinity spaces, BHM work, Black Excellence awards, Block party along with focused listening work.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <a href="#">Stages of ELD Implementation Self-Assessment</a>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Staff to ALLAS PD	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Writing Revolution	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$63,125	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Trying to hook students with poor attendance into particular groups or activities	232-1
Counselor	\$4,449	LCFF Supplemental	1205	Certificated Pupil Support Salaries	8305	Counselor	0.05	Goal 1: All students graduate college, career, and community ready.		SART and SARB meetings/ attendance meetings	232-2
Teacher Structured Eng Immersn	\$12,205	LCFF Supplemental	1105	Certificated Teachers' Salaries	3305	Teacher, Structured English Immersion	0.1	Goal 1: All students graduate college, career, and community ready.		Writing Revolution	232-3
Asst Newcomer Learning Lab	\$15,069	LCFF Supplemental	2205	Classified Support Salaries	6621	Assistant, Newcomer Learning Lab	0.25	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Provide student support in classes to meet students' diverse needs	232-4
Case Manager 20	\$22,093	LCFF Supplemental	2405	Clerical Salaries	9589	Case Manager	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue work to create safer spaces for Black students and staff	232-5
Case Manager 24	\$52,651	LCFF Supplemental	2405	Clerical Salaries	8784	Case Manager	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Maintain work has grown over the past few years- affinity spaces, BHM work, Black Excellence awards, Block party along with focused listening work.	232-6



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$63,521	LCFF Supplemental	1105	Certificated Teachers' Salaries	8577	Teacher, Structured English Immersion	0.7	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Writing Revolution PD for teacher leaders to run PLCs	232-7
Asst Newcomer Learning Lab	\$73,364	LCFF Supplemental	2205	Classified Support Salaries	8149	Assistant, Newcomer Learning Lab	1	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Provide student support in classes to meet students' diverse needs	232-8
Teacher STIP	\$77,209	LCFF Supplemental	1105	Certificated Teachers' Salaries	9588	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Writing Revolution PD for teacher leaders to run PLCs	232-9
Teacher Structured Eng Immersn	\$79,316	LCFF Supplemental	1105	Certificated Teachers' Salaries	2429	Teacher, Structured English Immersion	0.8	Goal 1: All students graduate college, career, and community ready.		Writing Revolution	232-10
Program Mgr Community School	\$79,546	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	9178	12-Month Community School Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Building JOY at CCPA and drawing students in	232-11
Program Mgr Community School	\$92,303	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	8782	12-Month Community School Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Building JOY at CCPA and drawing students in	232-12

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$2,227	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Writing Revolution PD for teacher leaders to run PLCs	232-13
Counselor	\$4,943	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	8305	Counselor	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	Building JOY at CCPA and drawing students in	232-14
Program Mgr Community School	\$79,546	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	9178	12-Month Community School Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Continue to build Joy for adults and students at CCPA	232-15
Asst Newcomer Learning Lab	\$83,753	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	8154	Assistant, Newcomer Learning Lab	1	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide student support in classes to meet students' diverse needs	232-16
Teacher STIP	\$105,291	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	8785	STIP Teacher	0.9	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Professionally grow adults to meet the complicated needs of students	232-17
1120 - Teachers Salaries Stipends	\$7,660	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Create strong learning teams through strong leads	232-18
4200 - Books-other Than Textbooks	\$9,575	Title IV, Part A Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Writing Revolution	232-19

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$9,575	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Collaborative talk structures used in math content.	232-20
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Building JOY at CCPA and drawing students in	232-21
5100 - Subagreement	\$151,643	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Trying to hook students with poor attendance into particular groups or activities	232-22
5825 - Consultants	\$3,301	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Building JOY at CCPA and drawing students in	232-23
Teacher STIP	\$11,699	Educator Effectiveness Grant	1105	Certificated Teachers' Salaries	8785	STIP Teacher	0.1	Goal 1: All students graduate college, career, and community ready.		Staff to ALLAS PD	232-24
1120 - Teachers Salaries Stipends	\$709	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Writing Revolution PD for teacher leaders to run PLCs	232-25
Case Manager 24	\$13,163	California Community Schools Partnership Program	2405	Clerical Salaries	8784	Case Manager	0.1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		SART and SARB meetings/ attendance meetings	232-26

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

**Site Number:** 232

**School:** Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Asst Newcomer Learning Lab	\$45,206	California Community Schools Partnership Program	2205	Classified Support Salaries	6621	Assistant, Newcomer Learning Lab	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Whole school expectations around writing instruction	232-27
Spec College/Career Readiness	\$56,819	California Community Schools Partnership Program	2205	Classified Support Salaries	7378	Specialist, College/Career Readiness	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Professionally grow adults to meet the complicated needs of students	232-28
Case Manager 20	\$71,801	California Community Schools Partnership Program	2405	Clerical Salaries	9589	Case Manager	0.65	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Professionally grow adults to meet the complicated needs of students	232-29
5825 - Consultants	\$90,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue to build Joy for adults and students at CCPA	232-30
Program Mgr Community School	\$92,303	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8782	12-Month Community School Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Trying to hook students with poor attendance into particular groups or activities	232-31
4310 - Materials and Supplies	\$3,982	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Building JOY at CCPA and drawing students in	232-32
Teacher Structured Eng Immersn	\$61,027	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	3305	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.		Whole school expectations around writing instruction	232-33

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$64,128	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	8783	Teacher, Structured English Immersion	0.6	Goal 1: All students graduate college, career, and community ready.		Professionally grow adults to meet the complicated needs of students	232-34
4310 - Materials and Supplies	\$4,514	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide student support in classes to meet students' diverse needs	232-35
Teacher Structured Eng Immersn	\$37,847	Measure G1	1105	Certificated Teachers' Salaries	7399	Teacher, Structured English Immersion	0.4	Goal 1: All students graduate college, career, and community ready.		Writing Revolution PD for most staff with PLC processing	232-36
Teacher Structured Eng Immersn	\$48,821	Measure G1	1105	Certificated Teachers' Salaries	3305	Teacher, Structured English Immersion	0.4	Goal 1: All students graduate college, career, and community ready.		Writing Revolution PD for teacher leaders to run PLCs	232-37
Teacher Structured Eng Immersn	\$127,146	Measure G1	1105	Certificated Teachers' Salaries	8288	Teacher, Structured English Immersion	1	Goal 1: All students graduate college, career, and community ready.		Professionally grow adults to meet the complicated needs of students	232-38
1120 - Teachers Salaries Stipends	\$58	Measure H	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Create strong learning teams through strong leads	232-39
Counselor	\$10,381	Measure H	1205	Certificated Pupil Support Salaries	8305	Counselor	0.11	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continued attendance team	232-40

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 20	\$16,569	Measure H	2405	Clerical Salaries	9589	Case Manager	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		SART and SARB meetings/ attendance meetings	232-41
Teacher Structured Eng Immersn	\$38,028	Measure H	1105	Certificated Teachers' Salaries	8576	Teacher, Structured English Immersion	0.4	Goal 1: All students graduate college, career, and community ready.		Where writing is less used, a continued focus on student talk in PLCs	232-42
Asst Newcomer Learning Lab	\$41,677	Measure H	2205	Classified Support Salaries	7862	Assistant, Newcomer Learning Lab	0.5	Goal 1: All students graduate college, career, and community ready.		Professionally grow adults to meet the complicated needs of students	232-43
Teacher Structured Eng Immersn	\$42,752	Measure H	1105	Certificated Teachers' Salaries	8783	Teacher, Structured English Immersion	0.4	Goal 1: All students graduate college, career, and community ready.		Provide student support in classes to meet students' diverse needs	232-44
Spec College/Career Readiness	\$56,819	Measure H	2205	Classified Support Salaries	7378	Specialist, College/Career Readiness	0.5	Goal 1: All students graduate college, career, and community ready.		Professionally grow adults to meet the complicated needs of students	232-45
Teacher Structured Eng Immersn	\$57,041	Measure H	1105	Certificated Teachers' Salaries	8576	Teacher, Structured English Immersion	0.6	Goal 1: All students graduate college, career, and community ready.		Maintain work has grown over the past few years- affinity spaces, BHM work, Black Excellence awards, Block party along with focused listening work.	232-46
Spec College/Career Readiness	\$64,774	Measure H	2205	Classified Support Salaries	9884	Specialist, College/Career Readiness	0.5	Goal 1: All students graduate college, career, and community ready.		Create strong learning teams through strong leads	232-47

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

**Site Number:** 232

**School:** Coliseum College Prep Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Library Technician	\$71,682	Measure G, Library Support	2205	Classified Support Salaries	8309	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		Trying to hook students with poor attendance into particular groups or activities	232-48



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## **School-Parent Compact Coliseum College Prep Academy 2023 - 2024**

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

*This School-Parent Compact is in effect for the 2023-24 school year.*

### **School Responsibilities**

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

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

Preparing students for college and an evolving, technology driven world





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

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- a) Translation provided by staff as much as possible
- b) Blast
- c) Jupiter Grades
- d) Parent Square
- e) At this point our Arabic translation is just from google translate

### Teacher Responsibilities

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

### Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing, video games and internet; make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Home Visits, advisor dinners, Back to School Night when held
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.

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- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

### **Student Responsibilities**

- Believe that I can learn and will learn.
- Read for at least 45 minutes, seven days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's dress code.
- Follow electronics' policy
- Follow CCPA values
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

This Compact was adopted by Coliseum College Prep Academy on August 31, 2023, and will be in effect for the period of August 7, 2023 to May 23, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2023.

**Signature of Principal:** /s/ Amy Carozza

**Date:** August 31, 2023



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## **Title I, Part A School Parent and Family Engagement Policy**

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

### **COLISEUM COLLEGE PREP ACADEMY**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

- **Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in**

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**Title I, Part A and to explain the program requirements and the right of parents to be involved.**

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

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

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

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

- Resource center
- Blast - weekly newsletter
- Jupiter Grades
- Parent Square
- **At this point our Arabic translation is just from google translate**
- **Reading workshops starting in the summer for our rising 6th graders.**
- **Workshops about AP courses, A-G requirements.**

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

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

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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



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- Family Resource Center
- We hold an “open door” policy - parents are welcome to observe class at any time.

#### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

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

#### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

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

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

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

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

- Coffee with the Principal
- School Site Council meetings
- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in



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**Title I, Part A and to explain the program requirements and the right of parents to be involved**

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

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

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

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

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

- **Family resource center**
- **Home visits**
- **Coffee with the principal**

**Adoption**

This policy was adopted by Coliseum College Prep Academy's School Site Council on August 31, 2023 and will be in effect for the period of August 7, 2023 through May 23, 2024.

**The school will distribute this policy to all parents on or before September 30, 2023.**

**Name of Principal: Amy Carozza**

**Signature of Principal: /s/ Amy Carozza**

**Date: August 31, 2023**



**(Secondary School Name Here)**  
**School Site Council Membership Roster**  
**2023-2024**

**SSC - Officers**

<b>Chairperson:</b>	TANISHA ROUNDS
<b>Vice Chairperson:</b>	ENEMESIO AYALA
<b>Secretary:</b>	RACHEL KORSCHUN

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
AMY CAROZZA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
RACHEL KORSCHUN	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
JASON WERTHMANN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
STELLA RAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
CARINA IBARRA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
TANISHA ROUNDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
NATAY MYERS TRAYLOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
LAURA OCHOA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
ENEMESIO ██████	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
ALEJANDRA ██████	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	LAST Thursday of the month at 8:30am in the library.
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**SSC Legal Requirements (EC Sections 65000-65001):**

- Members **MUST** be selected/elected by peer groups.
- There **MUST** be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

