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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Coliseum College Prep Academy



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Coliseum College Prep Academy
CDS Code: 1612590112797
Principal: Amy Carozza
Date of this revision: 5/15/2025

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:

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/15/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Coliseum College Prep Academy

Site Number: 232

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/15/2025

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

Principal

Amy Carozza

Signature

5/15/2025

Date

Tanisha Rounds

SSC Chairperson

Tanisha Rounds

Signature

5/15/25

Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes

Network Superintendent

VSifuentes

Signature

5/20/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/20/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/2/2025	CCPA PLC Leads	Shared rationale and overview of site plan.
1/28/2025	CCPA Division Team Leads	Shared rationale and overview of site plan.
1/30/2025	CCPA SSC	Budget training and review priorities including planned strategies and activities for 2025-2026. Documented feedback for ILT review.
3/10/2025	CCPA Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/13/2025	CCPA Culture Team	Work session with Community School Managers, TSA, and admin to ensure leadership with CCSPF funding and SPSA and WASC

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$536,349.71
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,403,309.34

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$306,000
Title I, Part A Parent & Family Engagement (#3010)	\$8,500
21st Century Community Learning Centers (Title IV, Part B #4124)	\$221,850
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$536,350

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,403,309.34

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$91,900
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$175,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CCSPP #6332)	\$270,000
Proposition 28 (Arts & Music in Schools #6770)	\$152,682
SUBTOTAL OF STATE & LOCAL FUNDING:	\$866,960

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Coliseum College Prep Academy		School ID: 232
CDS Code: 1612590112797	SSC Approval Date:	Board Approval Date:

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.

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, 2023-24

% 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.**

School Goal:	By June 2026, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 70% or more of students reaching their growth goals on i-Ready reading assessment Metric 2) 20% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
Identified School Need:	~90% of the students in the High School Network took the i-Ready diagnostic in fall 2024, ~14% of our students currently read at grade level ~46% of students were assessed on our Math interims in Algebra 1, ~60% of students were assessed in Geometry, and ~31% of students were assessed on Algebra 2, and ~4 % of the students assessed were proficient in Algebra 1

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-68.2	not available until fall 2025	-28.0
SBAC ELA Participation	All Students	97.4%	97.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	32.7%	33.3%	not available until fall 2025	50.0%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-134.0	not available until fall 2025	-60.0
SBAC Math Participation	All Students	96.8%	96.8%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	14.6%	16.4%	not available until fall 2025	30.0%

California Science Test (CAST) Participation	All Students	98.3%	97.4%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	93.4%	91.8%	not available until fall 2025	95.0%
On Track to Graduate: 9th Grade	All Students	74.1%	77.0%	not available until fall 2025	90.0%
On Track to Graduate: 11th Grade	All Students	70.8%	35.9%	not available until fall 2025	65.0%
A-G Completion	All Students	88.5%	76.7%	not available until fall 2025	95.0%
College/Career Readiness	All Students	80.3%	84.7%	not available until fall 2025	90.0%

LCAP Goal 2: Within three years, 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 as measured by SBAC assessments.
Identified School Need:	ELL students continue to score fairly far from standard in both ELA and Math SBAC assesments.

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-122.6	-129.6	not available until fall 2025	-28.0
SBAC ELA Distance from Standard Met	English Learners	-115.5	-121.6	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 2025	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-182.9	-194.5	not available until fall 2025	-60.0

SBAC Math Distance from Standard Met	English Learners	-176.6	-181.2	not available until fall 2025	-70.0
Reclassification Measures & Targets		<i>*Reference Stages of ELD Data slides</i>			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	11.5%	6.4%	not available until fall 2025	15.0%
LTEL Reclassification	Long-Term English Learners	11.4%	7.6%	not available until fall 2025	15.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 30% to 10%.				
Identified School Need:	Although chronic absenteeism has reduced significantly since the immediate post-pandemic years, it remains high for all students and is currently 54.6% for Black students				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	49.6%	47.1%	not available until fall 2025	70.0%
Out-of-School Suspensions	All Students	5.0%	9.1%	not available until fall 2025	2.5%
Out-of-School Suspensions	African American Students	7.9%	21.2%	not available until fall 2025	5.0%
Out-of-School Suspensions	Special Education Students	6.4%	7.9%	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	61.7%	29.4%	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	73.5%	47.1%	not available until fall 2025	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	By May 2026, Staff attendance will improve by 10% as measured by Frontline absence reporting.				
Identified School Need:	Teacher attendance has continued to be an area of need after the pandemic.				
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%	79.7%	not available until fall 2025	82%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By June 2026, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 70% or more of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 20% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>CCPA has a school-level practice around teaching literacy. We are focused on growing capacity via The Writing Revolution, but multiple staff are revisiting ALLAS PD as offered by the ELLMA office. We also have tiered reading intervention classes in 6-10 grade.</i></p> <p><i>In Math, teachers are explicitly focused on language structures that promote building shared understanding through student talk.</i></p>

LCAP Goal 2:	<i>Decrease English language learners distance from standard in both ELA and Math as measured by SBAC assessments.</i>	<i>Instructional structure of the school works to support the learning of many students with different needs- learning, language and cultural diversity.</i> <i>Structures include:</i> <i>Inclusion</i> <i>Reading Intervention</i> <i>Quality core instruction</i> <i>Layered student support (afterschool staff pushed in)</i> <i>Co-Teaching</i> <i>Writing Revolution</i>
LCAP Goal 3:	<i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 30% to 10%.</i>	<i>This year's 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</i> <i>MTSS in school for Social Emotional support and Academic support</i> <i>Family Resource Center</i>
LCAP Goal 4:	<i>By May 2026, Staff attendance will improve by 10% as measured by Frontline absence reporting.</i>	<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. We have strong internal coaching for almost all of our newer teachers so that they feel supported to be here more often.</i>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By June 2026, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 70% or more of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 20% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><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. Our incoming students continue to read multiple years below grade level. This is particularly challenging when students come to us in later grades and we don't have as much time/capacity to close the gap in these students' reading.</i></p> <p><i>Math skills for students coming into the school are also low and there is not capacity to have a separate math intervention program as there is with reading.</i></p>
LCAP Goal 2:	<p><i>Decrease English language learners distance from standard in both ELA and Math as measured by SBAC assessments.</i></p>	<p><i>Due to perpetual budget cuts including LCFF supplemental site cuts this year and concentration fund cuts two years ago, we cannot afford to scale our reading intervention program or create math intervention.</i></p> <p><i>Students who are disengaged with school and are not responsive to our current interventions/incentives and who's parents do not engage are challenging for the CCPA students. To scale dual enrollment work, we need to fund increased support to monitor students and communicate with families. We are attempting to create spaces to do the dual enrollment support this year.</i></p> <p><i>Students generally and English Learners specifically have not yet re-normed post-pandemic to regular school attendance and appropriate school behavior.</i></p>

LCAP Goal 3:	<p><i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 30% to 10%.</i></p>	<p><i>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.</i></p> <p><i>There are so many serious mental health issues- suicidality, eating disorders, cutting/self-harm. 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.</i></p> <p><i>Need to re-establish a focus on family work and connect to intervention and students support. Title I - Parent funds will be allocated to extend teacher contracts, enabling them to conduct home visits and provide support to parents and families.</i></p> <p><i>Desire to keep the connection between families and college work as the people leading this work become two separate positions.</i></p> <p><i>Expansion - need to find supports for 8th grade students during extended day as expansion goes beyond our after school budget.</i></p> <p><i>Lack of parent meetings to build relationship and family/ school partnership that is the core of CCPA.</i></p> <p><i>Lack of broader support for improving attendance outside of the school- no consequences, rewards aren't researched to work, need community accountability for children.</i></p>
LCAP Goal 4:	<p><i>By May 2026, Staff attendance will improve by 10% as measured by Frontline absence reporting.</i></p>	<p><i>Expansion- need to recruit and grow highly qualified teachers. Need to have a staff member dedicated to lead the work of supporting 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.</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Coliseum College Prep Academy

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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 24-25 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 Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
1120 - Teachers Salaries Stipends	Extended Contracts will utilize Title I funds for intervention support, home visits, parent meetings, and case management, aligning with the goals of Title I to enhance academic achievement for students from low-income families by addressing learning barriers and fostering parent engagement. These efforts include targeted academic and behavioral interventions for Tiers 1 and 2 students to help close achievement gaps.	Reading Inventory (RI) Growth of One Year or More	Funds teachers to do additional work including: Home visits, office hours, intervention work including intersession interventions	CCPA students graduate. Teachers are intervening to make this happen. They hold additional office hours, mastery assignment completion at semesters, credit recovery during summer school and additional periods taught. All of this leads to our high graduation rate.	We will continue to do this work

Counselor	A College Counselor to help students prepare college and scholarship applications. Counselors also support students in enrolling and participating in programming that will make them competitive for college and advise them academically and socially as they traverse high school	A-G Completion	Advise students, lead events like the college fair and decision day to build a college going culture, hold workshops for families like cash for college and hold seminar classes for students bi weekly.	Students complete a volume of applications and can gain admission to and funding for college.	We will continue to do this work
Program Mgr Community School	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.
Asst Newcomer Learning Lab	Provide academic support to students in core classes. Collaborate with core teachers to implement support in tier 1 of an MTSS system	On Track to Graduate: 9th Grade	Provide academic support to students in core classes. Collaborate with core teachers to implement support in tier 1 of an MTSS system	Students receive help as needed and are successful in core classes (passing classes)	We will continue to do this work
Teacher STIP	Substitute for teachers when absent from class for professional development or other reasons	Staff Participation in Foundational Professional Learning	Substitute for teachers when absent from class for professional development or other reasons	Stip subs are helpful when we have money. The volume of teacher absences is detrimental to culture and impedes teachers attending things like PD.	We are not allowed to have site level stip subs anymore

1120 - Teachers Salaries Stipends	Extended Contracts will utilize Title I funds for intervention support, home visits, parent meetings, and case management, aligning with the goals of Title I to enhance academic achievement for students from low-income families by addressing learning barriers and fostering parent engagement. These efforts include targeted academic and behavioral interventions for Tiers 1 and 2 students to help close achievement gaps.	Staff Satisfaction with Professional Development	Funds teachers to do additional work including: Home visits, office hours, intervention work including intersession interventions	CCPA students graduate. Teachers are intervening to make this happen. They hold additional office hours, mastery assignment completion at semesters, credit recovery during summer school and additional periods taught. All of this leads to our high graduation rate.	We will continue to do this work
Extended Contracts - 232 CCPA BT JE #742114 for Extended Contract \$63,134 and to Cover Negatives \$11,870 total \$75,005 12.05.24	Extended Contracts will utilize Title I funds for intervention support, home visits, parent meetings, and case management, aligning with the goals of Title I to enhance academic achievement for students from low-income families by addressing learning barriers and fostering parent engagement. These efforts include targeted academic and behavioral interventions for Tiers 1 and 2 students to help close achievement gaps.	Staff Participation in Foundational Professional Learning	Funds teachers to do additional work including: Home visits, office hours, intervention work including intersession interventions	CCPA students graduate. Teachers are intervening to make this happen. They hold additional office hours, mastery assignment completion at semesters, credit recovery during summer school and additional periods taught. All of this leads to our high graduation rate.	We will continue to do this work

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES				
School:		Coliseum College Prep Academy	SCHOOL ID:	232
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By June 2026, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 70% or more of students reaching their growth goals on i-Ready reading assessment Metric 2) 20% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments		
Identified Need:		~90% of the students in the High School Network took the i-Ready diagnostic in fall 2024, ~14% of our students currently read at grade level ~46% of students were assessed on our Math interims in Algebra 1, ~60% of students were assessed in Geometry, and ~31% of students were assessed on Algebra 2, and ~4 % of the students assessed were proficient in Algebra 1		
#	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	Support math PLCs to deepen math curriculum implementation through the implementation of cool downs and consistent error analysis of student work post instruction to inform next steps.	All Students	Academic	Tier 1 - Universal
1-4	Whole school PD about iReady to deepen understanding and ability to have data conversations with students and parents	All Students	Academic	Tier 1 - Universal
1-5	Differentiated math experience for top performing math students	Low income students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, 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 as measured by the SBAC test results		
Identified Need:		ELL students continue to score fairly far from standard in both ELA and Math SBAC assesments.		
#	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	Support math PLCs to deepen math curriculum implementation though direct coaching and a PLC focus on exit tickets (cool downs) and error analysis.	All Students	Academic	Tier 1 - Universal
2-4	Whole school PD about iReady to deepen understanding and ability to have data conversations with students and parents	All Students	Academic	Tier 1 - Universal
2-5	Collaborative talk structures used in math content.	English Learner Students	Academic	Tier 1 - Universal
2-6	Tiered reading intervention system to address large literacy gaps	English Learner Students	Academic	Tier 2 - Supplemental
2-7	Inclusion program to support ELLs with IEPs	Students in SPED	Academic	Tier 3 - Intensified

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.				
School Goal:		By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 30% to 10%.		
Identified Need:		Although chronic absenteeism has reduced significantly since the immediate post-pandemic years, it remains high for all students and is currently 54.6% for Black students		
#	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	African American Students	Behavioral	Tier 3 - Intensified
3-3	Building JOY at CCPA and drawing students in through incentive days and community celebrations, including the Block Party and Día de Los Muertos.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Trying to hook students with poor attendance into particular groups or activities like sports, robotics, RAWR club or Balet Folklorico.	Low Income Students	SEL / Mental Health	Tier 3 - Intensified

3-5	Leveraging the Family Resource Center to support positive attendance through consistent communication with parents around their child's attendance performance and the needed attendance to be successful.	All Students	SEL / Mental Health	Tier 2 - Supplemental
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:		By May 2026, Staff attendance will improve by 10% as measured by Frontline absence reporting.		
Identified Need:		Teacher attendance has continued to be an area of need after the pandemic.		
#	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 through school events such as Día de Los Muertos celebration, The Block Party and Post Session. Also, through Quarterly incentive days across all divisions.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Create strong teacher learning teams by developing strong teacher leads to facilitate and develop other teachers	African American Students	SEL / Mental Health	Tier 2 - Supplemental
4-3	We professionally grow adults to meet the complicated needs of students, specifically in language and literacy, through the scaling of the Writing Revolution framework through our PLC system.	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
4-5	Purposefully build strong planning partners for staff with both general education and special education planning partners	Students in SPED	Academic	Tier 1 - Universal

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. Maintain the work of ARAC including Black Excellence awards, Black history month plan, Black History assembly and the Block Party	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
5-3	Develop student leadership structures	African American	SEL / Mental Health	Tier 1 - Universal
5-4	Strong check-in/check-out systems to support students	African American	Behavioral	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	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	Tiered Reading intervention	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Writing Revolution PD through PLCs	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2025-26 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
Funding the Extended day program (an afterschool program occurring after school) for CCPA students	\$196,850	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Building JOY at CCPA and drawing students in	232-1
Oakland Genesis Soccer Club work with CCPA student in the extended day through Safe Passages, our extended day provider	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Building JOY at CCPA and drawing students in	232-2
Funding Extended day program (an afterschool program occurring after school) for CCPA students	\$100,000	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Building JOY at CCPA and drawing students in	232-3
Funding Extended day program (an afterschool program occurring after school) for CCPA students	\$77,378	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Building JOY at CCPA and drawing students in	232-4
Multimedia Teacher for Arts Class to provide art classes for CCPA students	\$77,284	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	3305	Teacher, Structured English Immersion	0.8			Building JOY at CCPA and drawing students in	232-5
Art Teacher to teach an elective Arts class for CCPA students	\$55,059	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	8783	Teacher, Structured English Immersion	0.5			Building JOY at CCPA and drawing students in	232-6
Material Supplies for Art for CCPA student	\$6,339	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Building JOY at CCPA and drawing students in	232-7
Art Teacher to teach an elective Arts class for CCPA students	\$11,012	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	8783	Teacher, Structured English Immersion	0.1			Building JOY at CCPA and drawing students in	232-8
Teacher Extended Salary Stipend- For teacher time supporting additional school activities outside of working hours	\$22,259	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Building JOY at CCPA and drawing students in	232-10
College Counselor to support students across our campus in visining their future goals to guide their daily actions	\$109,860	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	New Position 01	Counselor	0.8			Provide student support in classes to meet students' diverse needs	232-11
College and Career Readiness Specialist to support students across our campus in visining their future goals to guide their daily actions	\$59,365	California Community Schools Partnership Program	2205	Classified Support Salaries	7378	Specialist, College/Career Readiness	0.5			Trying to hook students with poor attendance into particular groups or activities	232-12
Program Manager Community Schools to support students engaging with community organizations, resources and programming.	\$34,795	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 03	11-Month Community School Manager	0.2			Trying to hook students with poor attendance into particular groups or activities	232-13

PROPOSED 2025-26 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
Case Manager to support students with behavioral interventions and community building	\$12,492	California Community Schools Partnership Program	2405	Clerical Salaries	New Position 02	Case Manager	0.1			Strong CICO systems to support students	232-14
Case Manager to support students with behavioral interventions and community building	\$31,229	California Community Schools Partnership Program	2405	Clerical Salaries	New Position 05	Case Manager	0.25			Develop student leadership structures	232-15
A teacher to monitor our student in Dual Enrollment with a focus on streatching out program to meet the support needs of students new to Dual Enrollment	\$49,782	College & Career Access Pathways Grant	1105	Certificated Teachers' Salaries	New Position 07	Teacher, Structured English Immersion	0.4			Create strong learning teams through strong leads	232-16
Teacher to facilitate a dual enrollment space. Provide student support in classes to meet students' diverse needs	\$11,855	College & Career Access Pathways Grant	2205	Classified Support Salaries	7862	Assistant, Newcomer Learning Lab	0.15			Provide student support in classes to meet students' diverse needs	232-17
Materials and supplies for Dual Enrollment	\$1,832	College & Career Access Pathways Grant	4310	School Office Supplies	n/a	n/a	n/a			Building JOY at CCPA and drawing students in	232-18
Extended Day Program/ Safe Passages - Building JOY at CCPA and drawing students in	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Building JOY at CCPA and drawing students in	232-20
Extended Day Program/ Safe Passages - Trying to hook students with poor attendance into particular groups or activities	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Trying to hook students with poor attendance into particular groups or activities	232-21
A teacher to monitor our student in Dual Enrollment with a focus on streatching out program to meet the support needs of students new to Dual Enrollment	\$62,227	Golden State Pathways Program	1105	Certificated Teachers' Salaries	New Position 07	Teacher, Structured English Immersion	0.5			Provide student support in classes to meet students' diverse needs	232-22
Stipends for teachers in dual enrollment - Inclusion program to support ELLs with IEPs	\$23,330	Golden State Pathways Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Inclusion program to support ELLs with IEPs	232-23
Teacher Salary Stipends - Professionally grow adults to meet the complicated needs of students	\$81,900	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Professionally grow adults to meet the complicated needs of students	232-24
Books other than textbooks - Tiered reading intervention system to address large literacy gaps	\$10,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a			Tiered reading intervention system to address large literacy gaps	232-25
Middle school elective - Building JOY at CCPA and drawing students in	\$19,857	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	7399	Teacher, Structured English Immersion	0.2			Building JOY at CCPA and drawing students in	232-26

PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Middle school elective - Building JOY at CCPA and drawing students in	\$90,722	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	10132	Teacher, Structured English Immersion	1.0			Building JOY at CCPA and drawing students in	232-27
Case Manager - Leveraging the Family Resource Center to support positive attendance	\$91,985	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	New Position 05	Case Manager	0.75			Leveraging the Family Resource Center to support positive attendance	232-28
Teacher Salary Stipends - Provide student support in classes to meet students' diverse needs	\$9,988	Measure H Carryover	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide student support in classes to meet students' diverse needs	232-29
A teacher to monitor our student in Dual Enrollment with a focus on stretching out program to meet the support needs of students new to Dual Enrollment	\$12,445	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 07	Teacher, Structured English Immersion	0.1			Differentiated math experience for top performing math students	232-30
Teacher on Special Assignment - Professionally grow adults to meet the complicated needs of students	\$77,763	Measure H: College & Career Readiness for All	1119	Certificated Teachers on Special Assignment Salaries	New Position 04	11-Month Teacher on Special Assignment (TSA)	0.5			Professionally grow adults to meet the complicated needs of students	232-31
Teacher Salary Stipends - Building JOY at CCPA and drawing students in	\$85,891	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Building JOY at CCPA and drawing students in	232-32
College Counselor - Trying to hook students with poor attendance into particular groups or activities	\$27,465	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	New Position 01	Counselor	0.2			Trying to hook students with poor attendance into particular groups or activities	232-33
College and Career Readiness Specialist - Trying to hook students with poor attendance into particular groups or activities	\$59,365	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	7378	Specialist, College/Career Readiness	0.5			Trying to hook students with poor attendance into particular groups or activities	232-34
Newcomer Support - Inclusion program to support ELLs with IEPs	\$67,180	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	7862	Assistant, Newcomer Learning Lab	0.85			Inclusion program to support ELLs with IEPs	232-35
Newcomer Support - Inclusion program to support ELLs with IEPs	\$54,091	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	8154	Assistant, Newcomer Learning Lab	0.9			Inclusion program to support ELLs with IEPs	232-36
Materials and supplies - Tiered reading intervention system to address large literacy gaps	\$8,500	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		Reading Inventory (RI) Growth of One Year or More	Tiered reading intervention system to address large literacy gaps	232-37

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 232

School: Coliseum College Prep Academy

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School-Parent Compact **Coliseum College Prep Academy** **2024 - 2025**

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 2024-25 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**
 - e) **How to monitor their child's progress:**

Preparing students for college and an evolving, technology driven world



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- 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.
 - a) Translation provided by staff as much as possible



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- 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.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.



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- 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 29, 2024, and will be in effect for the period of August 12, 2024 to May 29, 2025.

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, 2024.

Signature of Principal: /s/ Amy Carozza

Date: August 28, 2024



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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 28, 2024 and will be in effect for the period of August 12, 2024 through May 29, 2025.

The school will distribute this policy to all parents on or before September 30, 2024.

Name of Principal: Amy Carozza

Signature of Principal: /s/ Amy Carozza

Date: August 29, 2024



Strategic Resource Planning (SRP)

(Secondary School Name Here)
School Site Council Membership Roster
2024-2025

SSC - Officers

Chairperson:	TANISHA ROUNDS
ViceChairperson:	ENEMESIO
Secretary:	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"/>	2
RACHEL KORSCHUN	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
JASON WERTHMANN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
STELLA RAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
CARINA IBARRA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
TANISHA ROUNDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
NATAY MYERS TRAYLOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
LAURA OCHOA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
ENEMESIO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
ALEJANDRA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	<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"/>	
	<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"/>	

SSC Meeting Schedule:
 (Day/Month/Time)

LAST Thursday of the month at 8:40am in the library.

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.

