

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 333

School: Community Day School

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$0.00	\$0.00	\$0.00	Low-Performing Students Block Grant (LPSBG)	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Comprehensive Support & Improvement (CSI) Grant	\$12,075.00	\$0.00	\$12,075.00
General Purpose Discretionary	\$34,000.00	\$0.00	\$34,000.00	Measure G	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$0.00	\$0.00	\$0.00	Measure N	\$35,700.00	\$35,700.00	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	Measure G1	\$0.00	\$0.00	\$0.00
Title I: Basic	\$0.00	\$0.00	\$0.00	Perkins	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$0.00	\$0.00	\$0.00	California Partnership Academy	\$0.00	\$0.00	\$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Collaboration Time Stipends: Provide collaboration time for teachers to identify and integrate reading/ELL/GATE strategies into their core content instructional design; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	Language & Literacy			Enter object code at left.		Enter position number at left.		333-1
		ELL and Newcomer Literacy Support: Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	Language & Literacy			Enter object code at left.		Enter position number at left.		333-2

		Academic Proficiency: Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		333-3
		Professional Development: Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		333-4
		Students with Disabilities Support: Integrate strategies to specifically support students with disabilities reach academic proficiency	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		333-5
		Extended Time: Provide extended collaboration time for the Case Manager and administrative staff to provide additional student and family engagement/intervention support as a means for increasing readmission rates as they are some of the key staff members responsible for overseeing readmission supports; specifically to support our African American, Latino, Homeless and Foster Youth	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		333-6

		Extended Time: Provide extended collaboration time for the Case Manager and administrative staff to provide additional student and family engagement/intervention support as a means for increasing readmission rates as they are some of the key staff members responsible for overseeing readmission supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		333-7
		Meeting Refreshments: Provide refreshments as part of the phase program as part of a student intervention support system	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		333-8
		Wraparound Supports: Students will participate in one-on-one counseling, group counseling, and daily check-ins through a partnership with Seneca Mental Health Agency and California Youth Outreach	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		333-9
		Ongoing Reflection: Students will be asked to reflect on their growth throughout their time at CDS	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		333-10

		<p>Wraparound Support Strategy: Awareness: Through the digital pathway students will be asked to reflect on behaviors that placed them at CDS. Students will identify the actions needed in order to get readmitted into mainstream schools and to meet their career goals. Interest: Students will be able to explore a passion through their readmission video and the steps necessary to turn that passion into a potential career. Motivation: Students are motivated to get readmitted into a mainstream school. Students are motivated to create a quality video that reflects on their growth towards their goals. Relevance: Students are reflecting on the behaviors needed to get them readmitted into a mainstream school, as well as, focus on career goals. Engagement: Digital projects will be included in core classes that will contribute to their readmission portfolio. Reinforcement: Student will participate in their progress trackers. Support: Students will participate in weekly check-ins with case managers, one on one therapeutic support, and written reflections.</p>	<p>Comprehensive Student Supports</p>			<p>Enter object code at left.</p>		<p>Enter position number at left.</p>		<p>333-11</p>
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\$0.00		Video Readmission Self-Reflection: Through self-reflection surveys students will be able to reflect upon their behaviors and take agency in their rehabilitation. Students will be tasked to write reflections upon entry, at their midpoint, and for their pre-readmission.	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		333-12
\$0.00		Technical Skills: Students will participate in a digital pathway that will provide them with the skills needed to edit and produce digital media content.	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		333-13
\$0.00		Career Entry Survey: Students will complete an entry survey that asks them to reflect on behaviors that got them placed at CDS, as well as, identify a potential career goal. Students unaware of their career goals will be prompted to complete a Meyers-Briggs survey that will allow them to reflect on their interpersonal skills.	Work-Based Learning	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		333-14
\$0.00		Redmission Video Production: Through the production of their readmission video/portfolio students will hone in on their career plans and the steps needed in order for them to achieve them.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		333-15
\$0.00		WBL Continuum: Each student will have participated in a KDOL internship and/or field trip to KDOL facilities.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		333-16
\$4,224.00	Measure N	Pathway Lead: Assign a dedicated person to coordinate and lead the implementation of our pathways key design features and work-based learning opportunities. (Digital Pathway Lead Stipend)	Work-Based Learning	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		333-17

\$6,437.00	Measure N	Collaboration Time Stipends: Provide extended collaboration time for teachers to integrate digital media into their core content instructional design; collaborate with KDOL; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		333-18
\$5,000.00	Measure N	Digital Media Equipment: Purchase Digital Equipment for Digital Media Class and CDS Digital Pathway.	Rigorous Academics	Goal 1: Graduates are college and career ready.	4474					333-19
\$18,000.00	Measure N	Digital Media Class: Provide a Digital Media Class teacher for students and technical assistance provider for staff to share best practices in media filming and photography techniques through a partnership with KDOL.	Rigorous Academics	Goal 1: Graduates are college and career ready.	5825					333-20
\$2,039.00	Measure N	Digital Media Software: Purchase Computer Software which enables students to edit their digital stories and interviews.	Rigorous Academics	Goal 1: Graduates are college and career ready.	5846					333-21

Action Research	Community Day
Pathway/s:	Digital Media
Outcome Data	<u>Readmission Rate</u>
Top 5 Measure N Funding Commitments	Partnership with KDOL; Pathway Lead, Pathway Stipends, Pathway Digital Equipment
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	How do we continue to build a quality Pathway in a Community Day Setting?
What did you discover in the past year? (Please use data to support.)	Creating Opportunities for success IE: Internship Opportunity and Readmission Video leads to success.
What are you going to do differently or change moving forward?	Continue to build the Digital Media CTE class where a CDS teacher is teaching the course. Contin
How do you anticipate this will improve Measure N outcomes for your students moving forward?	Students will be able to build a stronger relationship with a Teacher that is on campus everyday. This will lead to a stronger commitment to engaging in school and a investment in their future.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Community Day School

School ID: 333

School Description

Students enroll in Community Day School after being expelled from one of the other high schools in the city of oakland or in the surrounding Bay Area. They are required to attend this school for a semester or year depending on the infraction and the terms of their expulsion. Occasionally students stay longer, either because they are unable to meet the terms of their expulsion or because they want to remain at Community Day School. Community Day School is unique for several reasons. We are a small community with an adult ratio of 1 to 5. A huge part of our success comes from letting our students know that we will not give up on them, which is a fundamental stance that adults on our campus must hold. We use a Restorative Justice approach in which we teach students how to recognize and manage their emotions, work with others productively and communicate effectively. Students then internalize that it is possible to turn their lives around with being forgiven for their mistakes and recognize their improvements and strengths.

School Mission and Vision

Mission: Oakland Unified School District's Community Day School is an alternative program dedicated to using a therapeutic and Restorative Justice approach to give students a second opportunity to succeed in school. Our goal is to empower and build upon students' strengths by supporting them academically, socially, and emotionally, through individual and small group instruction, counseling, and career exploration.

Vision: Every Community Day Student will have a renewed educational experience that will broaden their worldview by incorporating self-awareness and positive life experiences. This will prepare students in school, which will manifest in their future endeavors.

1B: 19-20 NEEDS ASSESSMENT

Instructions: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	N/A - Focus is on readmission rates	N/A - Focus is on readmission rates
On Track to Graduate (11th Grade)	Case Manager will meet with students on a weekly basis to track their progress towards graduation and readmission goals.	Students attendance and multiple credits behind towards graduation.
A-G Completion	N/A - Focus is on readmission rates	N/A - Focus is on readmission rates
SBAC ELA	Most students do not take the SBAC ELA while at CDS since they are typically only at CDS for 6 months to a year. The number here represents a small number of students. Look at other data to determine how students are progress monitoring.	Many students come to CDS performing below grade-level standards.
SBAC Math	Most students do not take the SBAC Math while at CDS since they are typically only at CDS for 6 months to year. The number here represents a small number of students. Look at other data to determine how students are progress monitoring.	Most students come to CDS performing below grade-level standards
AP Pass Rate/Dual Enrollment Pass Rate	N/A	N/A
Pathway Participation/CTE Enrollment*	All High School Students are enrolled.	Truancy issues prevent students from being successful.
English Learner Progress	Continue to build on program in order for ELA students to increase their skills	Truancy issues prevent students from being successful.
Suspension Rate	Build out SEL opportunities for students as a alternative to suspension.	PD opportunities for staff to be trained in additional SEL strategies.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Graduation Rate	Increase the number of readmission rates by 5%	All Students	+2pp	n/a	n/a	N/A	Continue to engage CDS students in the Digital Technology and Arts Pathway.
Dropout Rate	Decrease the number of dropouts by providing more opportunities outside of CDS. IE: Adult Education	All Students	-3pp	60.00%	57.00%	50%%	Create a personal learning plan to support student goals and progress.
A-G Completion Rate	N/A	All Students	+3pp	n/a	Coming soon	N/A	Create a personal learning plan to support student goals and progress.
FAFSA Completion Rate	N/A	All Students	+3pp	Coming soon	Coming soon	N/A	Continue to engage CDS students in the Digital Technology and Arts Pathway.
College Enrollment	N/A	N/A	N/A	N/A	N/A	N/A	Create a personal learning plan to support student goals and progress.
Grade 10 Pathway Participation	All 10th graders are enrolled in the pathway.	All Students	+5pp	n/a	n/a	100%%	Continue to engage CDS students in the Digital Technology and Arts Pathway.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Connectedness	Students feel engaged in school by participating in the pathway.	All Students	+5pp	50.75%	55.75%	85%%	Continue to engage CDS students in the Digital Technology and Arts Pathway.
Suspensions	Create more SEL opportunities for students as an alternative to suspension.	African-American Students	-2pp	57.14%	55.14%	52%%	Create a personal learning plan to support student goals and progress.
Suspensions	Create more SEL opportunities for students as an alternative to suspension.	Students with Disabilities	-2pp	n/a	n/a	N/A	Continue to engage CDS students in the Digital Technology and Arts Pathway.
Chronic Absence	Continue to build on the SART/SARB process on campus	African-American Students	-2pp	80.00%	78.00%	65%%	Continue to engage CDS students in the Digital Technology and Arts Pathway.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Increase the amount of students increasing their SRI scores by 5%	All Students	+15 points DF3	-173	-153	-148	Create a personal learning plan to support student goals and progress.
ELA SBAC	Increase the amount of students increasing their SRI scores by 5%	Students with Disabilities	+20 points DF3	n/a	n/a	n/a	Create a personal learning plan to support student goals and progress.

ELA SBAC	Increase the amount of students increasing their SRI scores by 5%	Low Income Students	+20 points DF3	n/a	n/a	n/a	Create a personal learning plan to support student goals and progress.
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District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase the amount of students passing math courses by 5%	All Students	+15 points DF3	-348	Coming soon	Coming soon	Create a personal learning plan to support student goals and progress.
Math SBAC	Increase the amount of students passing math courses by 5%	Students with Disabilities	+20 points DF3	n/a	n/a	n/a	Create a personal learning plan to support student goals and progress.
Math SBAC	Increase the amount of students passing math courses by 5%	Low Income Students	+20 points DF3	n/a	n/a	n/a	Create a personal learning plan to support student goals and progress.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Continue to provide opportunities for reclassification	English Learners	16%	0.00%	16.00%	20.00%	Create a personal learning plan to support student goals and progress.

LTEL Reclassification	Continue to provide opportunities for reclassification	Long-Term English Learners	25%	0.00%	25.00%	20%%	Create a personal learning plan to support student goals and progress.
<i>District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)</i>							
Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Increase in percentage of students who are increasing their SRI lexile scores.	All Students	+5pp	n/a	n/a	SRI increase of 2 grade levels	Create a personal learning plan to support student goals and progress.
SRI Multiple Years Below Grade Level	Increase in percentage of students who are increasing their SRI lexile scores.	All Students	-5pp	n/a	n/a	SRI increase of 2 grade levels	Create a personal learning plan to support student goals and progress.

School: Community Day School

School ID: 333

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

<p>Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.</p>	<p>KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely</p>
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	3: Mostly	School Mission/Vision is articulated in each classroom and common space.	School mission/vision will be incorporated into Pathway goals for 2019-20.
<p>To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?</p>	3: Mostly	CDS Mission/Vision will be integrated into the Digital Pathway goals. This will provide leadership a clear path to create systems which align with the overall school goals.	Creating a singular mission/vision for the entire school.
<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	3: Mostly	Continued collaboration with all community stakeholders.	Increased collaboration time to create a singular mission.
School Leadership & Vision Goal for 2019-20:			

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<p>Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>	3: Mostly	Not all key stakeholders are collaborating at the same time to create common systems for pathway support.	Increased collaboration time with key stakeholders.
<p>Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	3: Mostly	Due to CDS small size there are 2 key groups that collaborate to ensure school goals are shared.	Increase time key stakeholders share common practices which align to school goals.
<p>Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e. g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	4: Completely	Decision-Making bodies are continually reviewing practices which lead to student success.	Find ways to increase student voice within the transitional nature of the student body.

Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	4: Completely	All schedules and resources are created based on the needs and goals of our student's.	Increase academic opportunities by offering an online curriculum for our High School students.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	4: Completely	All CDS students have the opportunity to access all school based resources.	CDS will continue to review goals and outcomes as the student body changes.
Systems & Structures Goal for 2019-20:			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
				Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
				Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
				Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		

LANGUAGE & LITERACY

School: Community Day School

[Link to 18-19 SPSA](#)

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve language and literacy outcomes for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	Partially Implemented	Somewhat Effective	Review of SRI scores and evaluation of Staff selected reading strategies.

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Increase the amount of students increasing their SRI scores by 5%	All Students	-173	-153	85% of all students	Create a personal learning plan to support student goals and progress.
ELA SBAC	Increase the amount of students increasing their SRI scores by 5%	Students with Disabilities	n/a	n/a	85% of all students	Create a personal learning plan to support student goals and progress.
ELA SBAC	Increase the amount of students increasing their SRI scores by 5%	Low Income Students	n/a	n/a	90% of all students	Create a personal learning plan to support student goals and progress.
SRI Growth of One Year or More	Increase in percentage of students who are increasing their SRI lexile scores.	All Students	n/a	n/a	SRI increase of 2 grade levels	Create a personal learning plan to support student goals and progress.
SRI Multiple Years Below Grade Level	Increase in percentage of students who are increasing their SRI lexile scores.	All Students	n/a	n/a	SRI increase of 2 grade levels	Create a personal learning plan to support student goals and progress.
ELL Reclassification	Continue to provide opportunities for reclassification	English Learners	0.00%	16.00%	20.00%	
LTEL Reclassification	Continue to provide opportunities for reclassification	English Learners	N/A	N/A	N/A	N/A

THEORY OF ACTION

Theory of Action	If we are able to increase student's capacity to access grade level text in their core content areas, then they will be able to have more opportunities to read, which will in turn improve their SRI lexile scores
How are you supporting English Language Learners?	Staff identify 1 to 2 ELL strategies that they will implement and integrate into their core content areas
How are you building conditions for student and adult learning?	Providing time for staff collaboration and development where they learn the strategies to support students to access text and ELL strategies as well, along with planning time to integrate the strategies into their unit plans, and observe and reflect the implementation of strategies in the classroom

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Collaboration Time Stipends: Provide collaboration time for teachers to identify and integrate reading/ELL/GATE strategies into their core content instructional design; observe and analyze implementation of instruction; revision of instruction based off of observation and impact				Enter object code at left.		Enter position number at left.			Language & Literacy	
ELL and Newcomer Literacy Support: Integrate literacy strategies to specifically support ELL and newcomer students into their core classes				Enter object code at left.		Enter position number at left.			Language & Literacy	

RIGOROUS ACADEMICS & CTE

School: Community Day School

[Link to 18-19 SPSA](#)

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	3+	4	Clear industry sector and identified pathway theme
Integrated Core	2	3-	3+	Digital Media Class in place and beginning to integrate digital medial skills into core content areas
Cohort Scheduling	3	3	4	All students take the Digital Media class
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	3	3+	Collaboration between the HS core content teachers and the Digital Media teacher to identify digital media skills and knowledge and integrate theme into core content
Collaborative Learning	2	3	3+	Students are collaborating together in classes and teachers have integrated more collaborative group strategies into their core content classes
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	3-	3	Monthly meetings to identify what's working and to share best practices; evidence of shared practices being implemented in various classes
Collaboration Time	2	3+	3+	Teachers have daily shared prep time for collaboration
Professional Learning	2	3	3	Teacher led instructional PD

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	Partially Implemented	Effective	We have seen an increase in SRI scores based on the students who have consistently tested.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase the amount of students passing math courses by 5%	All Students	-348	Coming soon		Create a personal learning plan to support student goals and progress.
Math SBAC	Increase the amount of students passing math courses by 5%	Students with Disabilities	n/a	n/a	n/a	Create a personal learning plan to support student goals and progress.
Math SBAC	Increase the amount of students passing math courses by 5%	Low Income Students	n/a	n/a	n/a	Create a personal learning plan to support student goals and progress.
Standards Based Instruction/ Project-Based Learning	For each student to create and edit a reflection video that calls them to reflect on behaviors that placed them at Community Day School, and to also reflect on the behaviors that are allowing them to leave our school. .	All Students			85%	Continue to engage CDS students in the Digital Technology and Arts Pathway.
Career Technical Education Sequence	Student population at CDS is small, so we have the opportunity to allow students to hone in on their own career goals and use the digital pathway as an avenue to reflect on their specific goal and the steps needed in order to pursue them.	All Students			85%	Create a personal learning plan to support student goals and progress.
Graduate Capstone/ Culminating Experience	Video reflection that exhibits their growth from their entry into CDS to their transition back to mainstream schools. Student will write reflections upon entry, at their midpoint, and pre-readmission.	All Students			85%	Create a personal learning plan to support student goals and progress.
Course Passage Rates	All eligible students will be readmitted to OUSD.	All Students			90%	Create a personal learning plan to support student goals and progress.

THEORY OF ACTION

Theory of Action	All CDS students will create a personalized plan and digital video which will lead to re-admission and educational success.
How are you supporting English Language Learners?	All teachers use multiple teaching strategies such as visual aids and pre-reading strategies to assist English Language Learners.
How are you building conditions for students and adult learning?	All key stakeholders (community members, students, parents, and staff) are involved in decision making and creating an environment of inclusion for all students. Students will be able to identify actions that resulted in them being expelled and students will be able to explore actions that lead them to being readmitted.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Academic Proficiency: Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially ELLs, students with disabilities, foster youth, GATE students, and homeless youth				Enter object code at left.		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Professional Development: Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction				Enter object code at left.		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Students with Disabilities Support: Integrate strategies to specifically support students with disabilities reach academic proficiency				Enter object code at left.		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Collaboration Time Stipends: Provide extended collaboration time for teachers to integrate digital media into their core content instructional design; collaborate with KDOL; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	Measure N	\$6,437.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Digital Media Class: Provide a Digital Media Class teacher for students and technical assistance provider for staff to share best practices in media filming and photography techniques through a partnership with KDOL.	Measure N	\$18,000.00	5825					Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Digital Media Equipment: Purchase Digital Equipment for Digital Media Class and CDS Digital Pathway.	Measure N	\$5,000.00	4474					Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

<p>Digital Media Software: Purchase Computer Software which enables students to edit their digital stories and interviews.</p>	Measure N	\$2,039.00	5846					Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>Video Readmission Self-Reflection: Through self-reflection surveys students will be able to reflect upon their behaviors and take agency in their rehabilitation. Students will be tasked to write reflections upon entry, at their midpoint, and for their pre-readmission.</p>		\$0.00		Enter object code at left.		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>Technial Skills: Students will participate in a digital pathway that will provide them with the skills needed to edit and produce digital media content.</p>		\$0.00		Enter object code at left.		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

WORK-BASED LEARNING School: Community Day School [Link to 18-19 SPSA](#)

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Types of Student Experiences	3	3	3+	75% of all students enrolled will have a digital portfolio prior to their re-admission hearing.
Pathway Outcomes	3	3	3+	All students at a minimum will have utilized a personalized plan that will lead to a digital plan.
Pathway Evaluation	3	3-	3	Student and staff surveys will be utilized on a quarterly basis to evaluate the program.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Utilize the partnership with KDOL to enhance internships.	Fully Implemented	Effective	N/A

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	Students will identify a career goal and explore possible career pathways	All Students	N/A	N/A	90% of all students	Continue to engage CDS students in the Digital Technology and Arts Pathway.
Career Exploration	CDS Students will attend at least one Digital Media career exploration field trip	All Students	N/A	N/A	90% of all students	Establish work based learning opportunities (e.g., career exploration visits, job shadowing, career guest speakers, and internships).
Career Preparation	Students to learn collaboratively and independently using digital skills/resources gained	All Students	N/A	N/A	80% of all students	Establish work based learning opportunities (e.g., career exploration visits, job shadowing, career guest speakers, and internships).

THEORY OF ACTION

Theory of Action	Students that gain an interest in Digital Media as a career will be motivated to come to school on a regular basis. This will lead to a higher percentage of students meeting their rehabilitation goals.
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How are you supporting English Language Learners?	ELL students will be engaged through their core teacher to explore career choices.
How are you building conditions for students and adult learning?	All students are enrolled and are able to meet one on one with a instructor for a personalized approach.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Pathway Lead: Assign a dedicated person to coordinate and lead the implementation of our pathways key design features and work-based learning opportunities. (Digital Pathway Lead Stipend)	Measure N	\$4,224.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Building the Conditions	Work-Based Learning	Goal 1: Graduates are college and career ready.
Career Entry Survey: Students will complete an entry survey that asks them to reflect on behaviors that got them placed at CDS, as well as, identify a potential career goal. Students unaware of their career goals will be prompted to complete a Meyers-Briggs survey that will allow them to reflect on their interpersonal skills.		\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 5: Students are engaged in school every day.
Redmission Video Production: Through the production of their readmission video/portfolio students will hone in on their career plans and the steps needed in order for them to achieve them.		\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
WBL Continuum: Each student will have participated in a KDOL internship and/or field trip to KDOL facilities.		\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

COMPREHENSIVE STUDENT SUPPORTS

School: Community Day School

[Link to 18-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	3	4	All re-admission eligible students will be readmitted.
College & Career Plan	2	2	3-	Not all students have created a college and career plan.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
One on one pullout has been very successful with many of the students identified needing support.	Fully Implemented	Highly Effective	Students that have received support have shown a re-commitment to school and successful re-admissions.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Students will be required to attend a SART/SARB Training as a means to understand how Truancy impacts there learning and readmission goals. Through additional Social Emotional Learning opportunities students will have a opportunity to participate as a alternative to suspension. Staff will also be trained in additional SEL engagement strategies.	All Students	N/A	N/A	All eligible students will participate in a career internship.	Establish work based learning opportunities (e.g., career exploration visits, job shadowing, career guest speakers, and internships).
College Access	Increase amount of students earning A-G credits	All Students	N/A	N/A	All eligible students will participate in a career internship.	Create a personal learning plan to support student goals and progress.

Differentiated Interventions	Students can produce a readmission video or a reflective letter in their e-portfolio.	All Students	N/A	N/A	80%	Continue to engage CDS students in the Digital Technology and Arts Pathway.
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THEORY OF ACTION

Theory of Action	CDS students that require additional interventions of support will receive more on-site interventions. This will lead to a higher success rate for readmission. Students will be successful when utilizing the available supports provided through the pathway and motivated to reach their end goal of creating a readmission portfolio.
How are you supporting English Language Learners?	English Language Learners are utilizing one on one and small group support. Teachers are identifying common strategies to utilize with ELL's.
How are you building conditions for students and adult learning?	CDS is using student surveys to ensure students have a voice in the quality and type of instruction.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Extended Time: Provide extended collaboration time for the Case Manager and administrative staff to provide additional student and family engagement/intervention support as a means for increasing readmission rates as they are some of the key staff members responsible for overseeing readmission supports; specifically to support our African American, Latino, Homeless and Foster Youth				Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Extended Time: Provide extended collaboration time for the Case Manager and administrative staff to provide additional student and family engagement/intervention support as a means for increasing readmission rates as they are some of the key staff members responsible for overseeing readmission supports				Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Meeting Refreshments: Provide refreshments as part of the phase program as part of a student intervention support system				Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

<p>Wraparound Supports: Students will participate in one-on-one counseling, group counseling, and daily check-ins through a partnership with Seneca Mental Health Agency and California Youth Outreach</p>				<p>Enter object code at left.</p>		<p>Enter position number at left.</p>		<p>Comprehensive Student Supports</p>	<p>Comprehensive Student Supports</p>	<p>Goal 5: Students are engaged in school every day.</p>
<p>Ongoing Reflection: Students will be asked to reflect on their growth throughout their time at CDS</p>				<p>Enter object code at left.</p>		<p>Enter position number at left.</p>			<p>Comprehensive Student Supports</p>	
<p>Wraparound Support Strategy: Awareness: Through the digital pathway students will be asked to reflect on behaviors that placed them at CDS. Students will identify the actions needed in order to get readmitted into mainstream schools and to meet their career goals. Interest: Students will be able to explore a passion through their readmission video and the steps necessary to turn that passion into a potential career. Motivation: Students are motivated to get readmitted into a mainstream school. Students are motivated to create a quality video that reflects on their growth towards their goals. Relevance: Students are reflecting on the behaviors needed to get them readmitted into a mainstream school, as well as, focus on career goals. Engagement: Digital projects will be included in core classes that will contribute to their readmission portfolio. Reinforcement: Student will participate in their progress trackers. Support: Students will participate in weekly check-ins with case managers, one on one therapeutic support, and written reflections.</p>				<p>Enter object code at left.</p>		<p>Enter position number at left.</p>			<p>Comprehensive Student Supports</p>	