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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 24, 2020  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Community Day School

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

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

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

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Community Day School



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

## **2019-2020 School Plan for Student Achievement (SPSA)**

**School:** Community Day School  
**CDS Code:** 1612590106542  
**Principal:** Gary Middleton  
**Date of this revision:** 4/6/2020

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:** Gary Middleton  
**Address:** 4917 Mountain Blvd.  
Oakland, CA 94619

**Position:** Principal  
**Telephone:** 510-531-6800  
**Email:** gary.middleton@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/6/2020*

*The District Governing Board approved this revision of the SPSA on: 6/24/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2019-2020 School Plan for Student Achievement Recommendations and Assurances

**School Site:** Community Day School

**Site Number:** 333

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                    |
| <input type="checkbox"/> Title I Targeted Assistance Program                  | <input type="checkbox"/> After School Education & Safety Program (ASES)             | <input type="checkbox"/> 21st Century Community Learning Centers     |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 4/6/2020

6. The public was alerted about the meeting(s) through one of the following:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|---|--|--|

**Signatures:**

Gary Middleton	<i>Gary Middleton</i>	4/6/2020
<i>Principal</i>	Signature	Date
Michael Gebreslassie	<i>Michael Gebreslassie</i>	5/26/2020
<i>SSC Chairperson</i>	Signature	Date
Lucia Moritz	<i>Lucia Moritz</i>	5/26/2020
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/26/2020
<i>Director, Strategic Resource Planning</i>	Signature	Date

**2019-20 SPSA ENGAGEMENT TIMELINE****School Site:** Community Day School**Site Number:** 333

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/6/20	SSC	Reviewed and approved 19-20 SPSA and expenditures.

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$21,981.00
Total Federal Funds Provided to the School from the LEA for CSI	\$12,075.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$104,513.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$9,672.00	\$9,672.00	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$7,560.00	\$7,560.00
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$234.00	\$234.00	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$35,112.00	\$35,112.00
21st Century Community Learning Centers (Title IV #4124)	\$0.00	\$0.00	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	\$0.00
Comprehensive Support and Improvement (CSI #3182)	\$12,075.00	\$12,075.00	After School Education and Safety Program (ASES #6010)	\$0.00	\$0.00
School Improvement Grant (SIG #3180)	\$0.00	\$0.00	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	\$0.00
			Measure G (Measure G #9334)	\$0.00	\$0.00
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$4,160.00	\$4,160.00
			Measure N: College & Career Readiness For All (Measure N #9333)	\$35,700.00	\$35,700.00
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$21,981.00</b>	<b>\$21,981.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$82,532.00</b>	<b>\$82,532.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$104,513.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$104,513.00</b>

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

### 1A: ABOUT THE SCHOOL

**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

State Dashboard Indicators	Strengths	Challenges/Barriers
<b>Graduation Rate</b>	N/A - Focus is on readmission rates	N/A - Focus is on readmission rates
<b>On Track to Graduate (11th Grade)</b>	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.
<b>A-G Completion</b>	N/A - Focus is on readmission rates	N/A - Focus is on readmission rates
<b>SBAC ELA</b>	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.
<b>SBAC Math</b>	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
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	N/A	N/A
<b>Pathway Participation/CTE Enrollment*</b>	All High School Students are enrolled.	Truancy issues prevent students from being successful.

<b>English Learner Progress</b>	Continue to build on program in order for ELA students to increase their skills	Truancy issues prevent students from being successful.
<b>Suspension Rate</b>	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**

***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
Graduation Rate	Increase the number of readmission rates by 5%	All Students	+2pp	n/a	n/a	+5%	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.
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**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
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.
<b>District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)</b>							
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	n/a (too few to report)	n/a (too few to report)	n/a (too few to report)	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 (too few to report)	n/a (too few to report)	n/a (too few to report)	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 (too few to report)	n/a (too few to report)	n/a (too few to report)	Create a personal learning plan to support student goals and progress.
<b>District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)</b>							
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.
<b>District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)</b>							
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 (too few to report)	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 (too few to report)	n/a	SRI increase of 2 grade levels	Create a personal learning plan to support student goals and progress.

#### 1D: IDENTIFIED NEED

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

#### 1E: RESOURCE INEQUITIES

*Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.*

Unequal teacher pay across districts, with OUSD paying less. To mitigate this impact, we utilize internal networks for recruitment as well as district recruitment vehicles. We also identify candidates committed to serving Oakland, attempt to make up for the salary gaps by providing other opportunities or benefits (e.g. rapid movement on the pay scale, professional development opportunities, leadership opportunities, flexibility, etc.

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

**School:** Community Day School **School ID:** 333

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

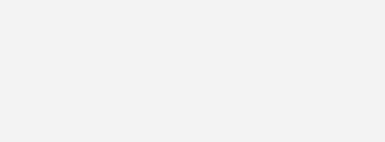
**Instructions:**  
Please complete this self-assessment for your school.  
[Click here for the full Measure N rubric.](#)

**KEY:**  
1: Not at all                      3: Mostly  
2: Somewhat                      4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<b>School Leadership:</b> 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?	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.
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?	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.
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	Continued collaboration with all community stakeholders.	Increased collaboration time to create a singular mission.
<b>School Leadership &amp; Vision Goal for 2019-20:</b>			

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<b>Staffing Structure Aligned to Purpose:</b> 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?	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.
<b>Alignment and Coherence of Leadership Bodies</b> 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?	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.
<b>Decision-Making Structure:</b> 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?	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.
<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> 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.

<b>Equity Stance:</b> 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.
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# 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 (too few to report)	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 (too few to report)	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%	

<b>LTEL Reclassification</b>	Continue to provide opportunities for reclassification	English Learners	N/A	N/A	N/A	N/A
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### THEORY OF ACTION

<b>Theory of Action</b>	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
<b>How are you supporting English Language Learners?</b>	Staff identify 1 to 2 ELL strategies that they will implement and integrate into their core content areas
<b>How are you building conditions for student and adult learning?</b>	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?
<b>Collaboration Time Stipends:</b> 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.		
<b>ELL and Newcomer Literacy Support:</b> Integrate literacy strategies to specifically support ELL and newcomer students into their core classes				Enter object code at left.		Enter position number at left.		

# 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
<b>Math SBAC</b>	Increase the amount of students passing math courses by 5%	All Students	n/a (too few to report)	n/a (too few to report)		Create a personal learning plan to support student goals and progress.
<b>Math SBAC</b>	Increase the amount of students passing math courses by 5%	Students with Disabilities	n/a (too few to report)	n/a (too few to report)	n/a (too few to report)	Create a personal learning plan to support student goals and progress.
<b>Math SBAC</b>	Increase the amount of students passing math courses by 5%	Low Income Students	n/a (too few to report)	n/a (too few to report)	n/a (too few to report)	Create a personal learning plan to support student goals and progress.
<b>Standards Based Instruction/ Project-Based Learning</b>	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.
<b>Career Technical Education Sequence</b>	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.
<b>Graduate Capstone/ Culminating Experience</b>	Video reflection that exhibits their growth from their entry into CDS to their 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.
<b>Course Passage Rates</b>	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

<b>Theory of Action</b>	All CDS students will create a personalized plan and digital video which will lead to re-admission and educational success.
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<b>How are you supporting English Language Learners?</b>	All teachers use multiple teaching strategies such as visual aids and pre-reading strategies to assist English Language Learners.
<b>How are you building conditions for students and adult learning?</b>	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?
<b>Academic Proficiency:</b> 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
<b>Professional Development:</b> 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
<b>Students with Disabilities Support:</b> Integrate strategies to specifically support students with disabilities reach academic proficiency				Enter object code at left.		Enter position number at left.		Rigorous Academics
Academic Acceleration for to Assist Low-Performing Students: Provide intensive case management services with a focus on academic recovery options for low performing and credit deficient students to get additional support for recovering credit and accelerating academically. Using a Seneca based therapeutic model.	Comprehensive Support & Improvement (CSI) Grant	\$12,075.00	5825	Consultants-Seneca Family of Agencies				

<b>Collaboration Time Stipends:</b> 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
<b>Digital Media Class:</b> 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
<b>Digital Media Equipment:</b> Purchase Digital Equipment for Digital Media Class and CDS Digital Pathway.	Measure N	\$5,000.00	4474					Career Technical Education
<b>Digital Media Software:</b> Purchase Computer Software which enables students to edit their digital stories and interviews.	Measure N	\$2,039.00	5846					Career Technical Education
<b>Video Readmission Self-Reflection:</b> 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.		\$0.00		Enter object code at left.		Enter position number at left.		Career Technical Education
<b>Technial Skills:</b> Students will participate in a digital pathway that will provide them with the skills needed to edit and produce digital media content.		\$0.00		Enter object code at left.		Enter position number at left.		Career Technical Education

**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 (What evidence supports your claim for your pathway?)
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
<b>Career Awareness</b>	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.
<b>Career Exploration</b>	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).
<b>Career Preparation</b>	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**

<b>Theory of Action</b>	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.
<b>How are you supporting English Language Learners?</b>	ELL students will be engaged through their core teacher to explore career choices.
<b>How are you building conditions for students and adult learning?</b>	All students are enrolled and are able to meet one on one with an 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?
<b>Pathway Lead:</b> 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
<b>Career Entry Survey:</b> 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
<b>Redmission Video Production:</b> 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
<b>Work-Based Learning Opportunities to Support Economically Disadvantaged Youth:</b> Each student will have participated in a KDOL internship and/or field trip to KDOL facilities, particularly economically disadvantaged youth, so they are better prepared to pursue college, career, and higher paying employment.		\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning

**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 their learning and readmission goals. Through additional Social Emotional Learning opportunities students will have a opportunity to participate as an 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).

<b>College Access</b>	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.
<b>Differentiated Interventions</b>	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.

### THEORY OF ACTION

<b>Theory of Action</b>	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.
<b>How are you supporting English Language Learners?</b>	English Language Learners are utilizing one on one and small group support. Teachers are identifying common strategies to utilize with ELL's.
<b>How are you building conditions for students and adult learning?</b>	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?
<b>Extended Time:</b> 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

<p><b>Extended Time:</b> 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</p>				<p>Enter object code at left.</p>		<p>Enter position number at left.</p>		<p>Comprehensive Student Supports</p>
<p><b>Meeting Refreshments:</b> Provide refreshments as part of the phase program as part of a student intervention support system</p>				<p>Enter object code at left.</p>		<p>Enter position number at left.</p>		<p>Comprehensive Student Supports</p>
<p><b>Wraparound Supports:</b> 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><b>Ongoing Reflection:</b> 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><b>Wraparound Support Strategy:</b>  <b>Awareness:</b> 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.  <b>Interest:</b> Students will be able to explore a passion through their readmission video and the steps necessary to turn that passion into a potential career.  <b>Motivation:</b> 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.  <b>Relevance:</b> Students are reflecting on the behaviors needed to get them readmitted into a mainstream school, as well as, focus on career goals.  <b>Engagement:</b> Digital projects will be included in core classes that will contribute to their readmission portfolio.  <b>Reinforcement:</b> Student will participate in their progress trackers.  <b>Support:</b> 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>		
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**PROPOSED 2019-20 SCHOOL SITE BUDGET**

**Site Number:** 333

**School:** Community Day School

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSPA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
\$12,075.00	Comprehensive Support & Improvement (CSI) Grant	Academic Acceleration for to Assist Low-Performing Students: Provide intensive case management services with a focus on academic recovery options for low performing and credit deficient students to get additional support for recovering credit and accelerating academically. Using a Seneca based therapeutic model.			5825	Consultants-Seneca Family of Agencies				333-1
\$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.		333-2
\$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.		333-3
\$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					333-4
\$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					333-5
\$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					333-6
\$9,672.00	Title I: Basic	Reserve for carryover to 2020-21 per SSC	n/a	n/a	4390					333-7

\$234.00	Title I: Parent Participation	Reserve for carryover to 2020-21 per SSC	n/a	n/a	4390					333-8
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Jody London, President, BOE



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Kyla Johnson-Trammell, Superintendent and and Secretary, BOE



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **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.***

### **Community Day School**

**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:

- Family engagement meetings during Back to school night first and Second semesters.

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:

- Monthly family celebrations and academic awards.

#### **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 Title I, Part A and to explain the program requirements and the right of parents to be involved.
- "Back to School Night"

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

- "Annual Meeting and subsequent monthly meetings"

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:

- “Monthly Meetings”

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:

- Email and Mail in Spanish and other languages as dictated by Students home language.

**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:

- Recruitment during weekly case manger calls.

**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:

- Teacher driven assignments.

**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:

- Inviting families into the classroom at Back to School Night.

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:

- CDS holds meeting during and after the school day.

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:

- Monthly meetings and notices mailed home.

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:

- Student driven advocacy to all families being welcome.

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

- Establishing monthly celebrations to allow for two way feedback in away that breaks down barriers by sharing a meal together.

**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:

- Partnering with Seneca to provide whole family support.

**Adoption**

This policy was adopted by the Community Day School School Site Council on February 5, 2020 and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before September 30, 2019.**

**Name of Principal**

**Gary Middleton**

**Signature of Principal**



**Date**

**2/5/20**





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **School-Parent Compact**

### **Community Day School**

**2019-20**

*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 2019-20 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.**

CDS students will

**Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

These will be conducted at Back to School night during the first semester and Family Engagement Celebration during the second semester.

- 2) 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.**

Staff will make weekly calls to families and report out on student's status.

- 3) Provide parents reasonable access to staff.**

Staff will hold office hours and be available by phone and email during school hours.



- 4) **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.**

CDS has an open-door policy that is articulated during orientation. Parents are welcome anytime during the school day.

- 5) **Provide parents with materials and training to help them improve the academic achievement of their children.**

Student improvement packets will be sent home upon request.

- 6) **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.**

Staff will be responsible for attending trainings on "Buy Back Days" to fulfill this requirement.

- 7) **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.**

CDS currently has the ability to translate in Spanish other languages by Central Office support.

#### **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.
- Limit Television watching and promote reading at home.

This Compact was adopted by Community Day School on February 5, 2020, and will be in effect for the period of August 12, 2019 to May 28, 2020.

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 February 19, 2020

**Signature of Principal**

**Date**

2/5/20





**2019-20**

**School Site Council Membership Roster – Secondary**

School Name: Community Day School

<b>Chairperson :</b> Michael Assefaw
<b>Vice Chairperson:</b> Robert White Jr.
<b>Secretary:</b> Vernon Keeve

Place "X" in Appropriate Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Gary Middleton (Executive Director of Alt. Ed)	x				
Michael Assefaw		x			
Vernon Keeve		x			
Robert White Jr.			x		
Joline Castaneda				x	
Lawrencetta Blount				x	
Maivonn Redd					x

Meeting Schedule (day/month/time)	<b>3rd Tuesday of each month, 3:00PM</b>
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal  
3 Classroom Teachers  
1 Other Staff

**AND**

5 Parents/Community Members *(middle schools only)*

**OR**

5 Parents/Community Members/Students *(middle or high schools)*