

## Measure N Implementation Narrative

### Implementation Successes

<i>What are some implementation successes that you'd like to lift up and share with others?</i>	Instututing Individual work plans and uplifting portfolio presentations gave students a sense of sucess. This resulted in more enagement in the Digital pathway.
<i>How do you know you were successful (evidence, data)?</i>	Small group discussions prior to and after the portfolio presentations resulted in positive feedback fromn students that presented. Staff also saw the sucesc students had through digital media which again resulted in more buy in.

### Implementation Challenges

<i>What are some implementation challenges you encountered this first year of implementation?</i>	Capacity of the High School teachers to build digital media into their core lessons. Overall attendance at the high school level has resulted in attempting to identify ways to help students re-invest in their education.
<i>How do you know these were challenges (evidence, data)?</i>	High school attendance data and teacher feedback.

### Learning and Moving Forward

<i>What did you learn?</i>	Once we build the capacity of our core staff students will engage the pathway and see it as a positive way to re-invest in school.
<i>How are you revising your strategies and pathway development work going forward based on what you learned?</i>	Continuing to work with our partner agency KDOL to find ways to build the capacity of our high school staff. Identifying a Digital Pthway Lead to connect the work with the students.

**2017-18 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**1. ABOUT THE SCHOOL**

**Complete this by: December 16, 2016**

**Instructions:**

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

**1A) School Description:** Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description 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 description.

**1B) School Mission and Vision:** Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision 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 mission and vision.

<b>School:</b>	Community Day School	<b>School ID:</b> 333
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**1A. 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.

**1B. 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.

**1C. School Multi-Year WASC Goals**

<i>Length of WASC Accreditation:</i>	<i>Last WASC Self-Study:</i>	<i>Next Self-Study:</i>	
	2016-17		
<b>SCHOOL WASC GOALS</b>			<b>LCAP Goal Category</b>
1. VC recommends that the District continue to base funding on the highest month of enrollment to maintain staffing levels and the quality of the program.			5: Students are engaged in school everyday.
2. Continue to identify more solutions and strategies to allow teachers to offer credit recovery for students.			5: Students are engaged in school everyday.
3. Explore options to give students access to A-G aligned classes.			2: Students are proficient in state academic standards.


**1D. School Demographics**

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		77.3%	22.7%	TBD	TBD	22.7%	TBD	TBD	TBD
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
				45.5%					TBD

**1E. School Performance Data**

Indicator	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Linked Learning Pathways (All Students)	0.0%	0.0%			53.3%	41.8%
Linked Learning Pathways (Grade 10)	0.0%	0.0%	0.0%		57.0%	58.1%
Graduate Outcomes	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	0.0%	0.0%			TBD	TBD
Four-Year Cohort Dropout (All Students)	66.7%	42.9%			TBD	TBD
Four-Year Cohort Dropout (English Learners)	100.0%	33.3%			TBD	TBD
Four-Year Cohort Dropout (SPED)		100.0%			TBD	TBD
Percent of Students Leaving	31.7%	31.7%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD	0.0%	10.0%	20.0%	46.7%	TBD
On Track to Graduate (Grade 10)	TBD	0.0%	0.0%	0.0%	33.6%	TBD
On Track to Graduate (Grade 11)	TBD	0.0%	0.0%	0.0%	35.4%	TBD
On Track to Graduate (Grade 12)	TBD	0.0%	0.0%	0.0%	44.8%	TBD
A-G Completion (Grade C or Better)			0.0%	TBD	51.2%	TBD
A-G Completion (African American Students)				TBD	33.6%	TBD
A-G Completion (Special Education Students)	80.0%			TBD	15.6%	TBD
A-G Completion (English Learners)				TBD	33.9%	TBD
A-G Completion (Foster Youth)	---			TBD	20.8%	TBD
Post-Secondary Readiness	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	0.0%	0.0%	6.7%	TBD	25.7%	TBD
AP Course Access (African American Students)	0.0%	0.0%	0.0%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)				TBD	7.9%	TBD
% of Seniors with GPA > 3.5		0.0%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	0.0%	0.0%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD

Dual Enrollment with Community College	----		TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges		TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges		TBD	TBD	TBD	TBD	TBD
<b>Climate and Culture</b>	<b>13-14 School</b>	<b>14-15 School</b>	<b>15-16 School</b>	<b>16-17 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
Chronic Absence (All Students)					11.2%	TBD
Chronic Absence (Special Education Students)					18.7%	TBD
Chronic Absence (Foster Youth)					19.2%	TBD
Suspension Rate	0.0%	15.4%	15.0%	22.6%	TBD	TBD
No Suspensions (African American Males)	100.0%	86.7%	75.0%	55.6%	91.2%	TBD
No Suspensions (Foster Youth)	50.0%	75.0%	100.0%	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	72.2%	90.0%	90.0%	73.7%	TBD	TBD
<b>Rigorous Academics</b>	<b>13-14 School</b>	<b>14-15 School</b>	<b>15-16 School</b>	<b>16-17 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
English Learner Reclassification Rate	0.0%	42.9%	0.0%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	0.0%	50.0%	0.0%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	n/a	0.0%	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	n/a	0.0%	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)		7.4%	8.0%	TBD	23.9%	TBD

**2. NEEDS ASSESSMENT (three-year cycle)** **Complete this by: December 16, 2016**

**2A. Schoolwide Strengths and Challenges**

**Instructions:**

*Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.*

- What strengths and challenges do you see in your current data?
- Do a deeper dive using 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?

*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, Latino students, and other subgroups.*

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

Focal Area	Strengths	Challenges <i>(List all challenges impacting each focal area.)</i>	Highest Leverage Challenge <i>(List one challenge.)</i>
<b>Graduate Outcomes</b>	An Individualized Pathway or internship is the best fit for our population. This is due to the transient nature of students being admitted to the school and be readmitted back into the district. The hope is that students will continue on their paths as they leave the school. The majority of the students do find success either graduating or continuing their education at district schools or charters.	Students come to us different levels academic achievement. Reasons include: being out of school for their expulsion, personal struggles that are impacting their lives and the need for SEL support, academic deficiencies due to literacy and students with IEPs lacking adequate support on site.	The biggest challenge is getting our students to attend school daily and on-time.

<b>Post-Secondary Readiness</b>	At least 50% of our students are testing at or above grade level on the SRI.	Almost all the students who come to Community Day School are credit deficient. Some are far below, below and one grade level on the SRI and Achieve 3000 which are indicators we use to assess students literacy.	Establishing and staffing a credit recovery program while students are enrolled at our school.
<b>Climate and Culture</b>	Community Day School is one of the safest schools campuses in the district. Due to the nature of students we receive, we take extra precautions ensuring students understand the school expectations. Restorative Justice and SEL are also key tenets of our school. The small school environment, physical nature of the school, and the small adult to student ratio provides key component of the success of the school. Middle school attendance is high, 90%.	All of the students who come to community day are expelled due to the numerous ed code violations committed in OUSD, Charter and other district schools. Students come to Community Day School with multiple behavioral issues. This is a challenge that often affects the learning and growth of students.	Our students struggle re-integrating back into school due to various traumatic incidents in their lives. We build trust with them in order for them to re-trust the educational system.
<b>Rigorous Academics</b>	There is a high expectation of student academic outcomes here. Students have the opportunity of getting back on grade level due to the one to one support, SEL support, and the focus on providing curriculum that is tailored to individualized learning.	We have students that are different academic grade levels: AP, college Prep, EL, IEP, under performing and at grade level	Investing more time for individualized instruction will be our biggest leverage.
<b>Pathway Development</b>	Still in the implementation stage.	Recruiting the most qualified staff to do training and identify best practices for the pathway.	Students are engaged in digital media. This years short films became a huge leverage item for students.

**2B. Schoolwide Root Cause Analysis from Measure N Design**

<p><b>Instructions:</b></p> <p><i>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</i></p> <ul style="list-style-type: none"> <li>• For each priority, identify at least one root cause for a challenge you listed above.</li> <li>• Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).</li> <li>• Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.</li> </ul> <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p> <p style="text-align: right;"><a href="#">Root Cause Analysis Primer.</a></p>			
<b>Focal Area</b>	<b>Highest Leverage Challenge (will auto populate from the table above)</b>	<b>Root Cause Analysis of Highest Leverage Challenge</b>	<b>Linked Learning Criteria</b>
<b>Graduate Outcomes</b>	The biggest challenge is getting our students to attend school daily and on-time.	There are several reasons that affects graduate outcomes: Attendance, Behavioral and SEL support,	Personalized Student Support
<b>Post-Secondary Readiness</b>	Establishing and staffing a credit recovery program while students are enrolled at our school.	90% of the students who come to community day school need a smaller classroom environment. They are initially overwhelmed at the larger HS's due to the lack individualized support. The other 10% Out of that 90%, 70% of the students are 9th and 10t graders.	Building a Rigorous Academic Core: Student Conditions

<b>Climate and Culture</b>	Our student's struggle re-integrating back into school due to various traumatic incidents in their lives. We build trust with them in order for them to re-trust the educational system.	All of our students have a had some type of struggle in school rather it be academic, or social. On one side, there are students that are academically on grade level and in a position to attend university. But they make mistakes in part due to being a product of their environment. This is 10% to 30% percent of the student population. Then you have another 30% expelled due to violence. This to is due to the environment students are coming from. The other 40% are due to The other T on grade level and violence and socioeconomic in the city of Oakland has a direct impact on our students in Oakland schools.	Personalized Student Support
<b>Rigorous Academics</b>	Investing more time for individualized instruction will be our biggest leverage.	We have students that are different academic grade levels: AP, college Prep, EL, IEP, under performing and at grade levels. In addition, when students are expelled, many students get off track due to the lack of communication with the school that is expelling them. Passing exiting grades are not often given to students. Students also go through a period where they are out of school which affects their academic progress. Furthermore, there are students who come to Community Day School who have not been assessed. Often CDS is a place where we are working to get students all the services we need but without having the services to provide them. Stability of teachers also plays a role in providing students.	Personalized Student Support
<b>Pathway Development</b>	Students are engaged in digital media. This years short films became a huge leverage item for students.	Students became invested after viewing the first round of short films. Focus group feedback resulted in positive feedback of student engagement of the pathway.	Equity/Access/Achievement

## 2C. Current Strategy Analysis

<b>Instructions:</b>	<p><b>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</b></p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>
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Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
<b>Schoolwide Instructional Improvement Strategy:</b>	Implement writing across the disciplines and provide intensive and differentiated learning supports (Acheive 3000, one-on-one and small group)	Yes	Yes	We will increase supports due to students not consistently attending school on a daily basis. The case manager will work more directly with teaching staff to support families to get students to school on a regular basis. (High School)
<b>Culture &amp; Climate Improvement Strategy:</b>	Build on socioemotional skills of students through small group and one-on-one interactions, case management, and Restorative Justice practices.	Yes	Yes	Through intensive case management and our weekly small groups we have seen a reduction in major incidents on campus. Students have expressed a feeling of being safe through small group feedback and one on one counseling.
<b>Pathway Development Strategy:</b>	Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student.	No	Not Yet	Once a digital pathway lead is identified and hired he/she can explore more work based learning options.
<b>Design Feature #1 (New/Emerging):</b>	Work-based learning opportunities (e.g. career exploration visits, shadowing, guest speakers, internships, etc.)	Yes	Not Yet	Students have attended field trips to KDOL, and other media outlets to explore career paths.
<b>Design Feature #2 (New/Emerging):</b>	Digital Applications Across the Curriculum: Students will use most commonly used workplace software applications across the disciplines (e.g. Word, Excel, and PowerPoint)	Not Yet	Not Yet	Students are using current software applications. It has not been fully implemented throughout the curriculum.
<b>Design Feature #3 (New/Emerging):</b>	Digital Portfolio and Storytelling: Students will build, maintain, and update an electronic, cloud-based (Google Drive) portfolio that captures, their learning, growth, and best work-that is, tells their story.	Not Yet	Not Yet	Students have filmed and stored short films this year. They have not been cloud based but saved on media drives. Not all students have a digital story due to attendance.
<b>Signature Element #1 (Established):</b>	Online and differentiated reading support (i.e. Acheive 3000 , Flocabulary)	No	No	Staff will need to identify a reading support to be implemented next year.

<b>Signature Element #2 (Established):</b>	Restorative Justice Practices/Gender Groups	Yes	Yes	Weekly groups and circles are conducted in order for students to express what their needs are and to express any concerns for the good of the campus.
<b>Signature Element #3 (Established):</b>	One-on-one and small group learning and case management, especially identifying and implementing acceleration strategies for GATE students and supports for Foster and Homeless youth.	Yes	Yes	One on one support has been a very high leverage item for our campus this year. We have been able to meet the needs of most students through our case management and counseling.

<b>3. EQUITY IMPERATIVE FOR YOUR SITE</b>	<b>Complete this by: December 16, 2016</b>
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*As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan. Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)*

<b>Equity Imperative</b>	<b>What will be true in three years if you continue to focus on this imperative?</b>
All students will have the opportunity to be re-engaged in school in a positive way and reintegrate into Oakland USD.	All students will be re-engaged in their education and will transition to OUSD schools.

<b>4. ANNUAL SCHOOL GOALS</b>	<b>Complete this by: December 16, 2016</b>
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*Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. For each goal, enter an indicator for which you will be able to see short-term annual progress. You may choose from the drop-down list or enter your own indicator.*

FOCAL AREA	Long-Term Goal for 2020	Indicator	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
<b>Graduate Outcomes</b>	Increase number of students readmitted into the school district or graduating. Note: On-track to graduate and graduation rates data for reliable baseline not available (e.g. On Track to Graduate sample size, n = 2)	Attendance Rate	All Students	N/A	An increase of 10% of students eligible are re-admitted into OUSD	Increase re-admittance rate of eligible students to at least 60%	Investing more time for individualized instruction is our biggest leverage.
<b>Post-Secondary Readiness</b>	Increase the percentage of students having participated in Work Based Learning (e.g. learning commonly used digital applications, internships, job shadowing, etc.)	Pathway Participation	All Students	Not Implemented	50% of High School Students	70% of High School Students	All Students complete a personalized learning plan
<b>Climate and Culture</b>	Increase level of student engagement in school. Increase average high school attendance by 5%.	Culture/Climate: Student	All Students	55%	60%	65%	Awareness of Individual Student Trackers
<b>Rigorous Academics</b>	Increase in percentage of students increasing grade-level student reading and writing proficiency.	SRI	All Students	20%	25%	30%	Rigorous Academics
<b>Pathway Development</b>	All high school students participating in the Digital Media Pathway	Pathway Participation	All Students	Not Implemented	Not Implemented	70% of High School Students enrolled in Pathway	Pathway and Career Readiness

<b>5. STRATEGIES</b>	<b>Complete this by: February 28, 2017</b>
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<b>Focused Annual Plan (FAP) Major Improvement Strategies</b>
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<i>Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.</i>	<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Schoolwide Language &amp; Literacy Improvement Strategy:</b>	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>Reading Strategies</b> - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.		

<b>Schoolwide Mathematics Improvement Strategy:</b>	<b>Personalized Learning Supports</b> - Provide small group and individualized instruction to students in math strategies to bring students up to grade level.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>Culture &amp; Climate/SEL Improvement Strategy:</b>	<b>SEL, RJ, &amp; Family Engagement</b> - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.	Personalized Student Support	Equity/Access/ Achievement
<b>Pathway Development/ Implementation Strategy:</b>	<b>WBL</b> - Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student. Driven by the Digital Pathway Lead	Work-Based Learning	Program of Study & Master Scheduling

**Measure N Design Features**

<i>Identify up to three Measure N design features that support your goals.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Measure N Design Feature #1:</b>	<b>Portfolio Presentations</b> - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	Equity/Access/ Achievement	Work-Based Learning
<b>Measure N Design Feature #2:</b>	<b>Individualized Work Plans</b> - Provide students with an individualized work plan to complete a digital portfolio based on their length of enrollment	Personalized Student Support	Program of Study & Master Scheduling
<b>Measure N Design Feature #3</b>	<b>Informational Interview Videos</b> - Students produce an informational interviews of industry professionals and community members	Work-Based Learning	Equity/Access/ Achievement

**Signature Elements (Established Practices)**

<i>Identify up to three established signature elements that support your goals.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Signature Element #1 (Established):</b>	<b>Support Groups</b> - Weekly groups for students that provide counseling in order for students to get their needs met.	Personalized Student Support	Equity/Access/ Achievement
<b>Signature Element #2 (Established):</b>	<b>Personalized Learning Supports</b> - Small-group and one-on-one instruction that is tailored to the individual student.	Personalized Student Support	School Leadership & School Vision
<b>Signature Element #3 (Established):</b>	<b>SEL, RJ, &amp; Family Engagement</b> - Socio-emotional learning (SEL), Restorative Justice (RJ) and family engagement practices used throughout the school community.	Equity/Access/ Achievement	School Leadership & School Vision

**6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES** **Complete this by: February 28, 2017**

<b>Instructions:</b>	<p><b>Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.</b></p> <p><i>Target Student Group:</i> For each action, choose a primary student group that you expect to benefit.</p> <p><i>Title I Requirements:</i> If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers).</p> <p><b>REQUIRED:</b> Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.</p>
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**Schoolwide Language & Literacy Improvement Strategy: Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.**

<b>Strategic Action</b>	<b>Associated LCAP Action Area (required for all funded actions)</b>	<b>Primary Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Dollar Amount or FTE Allocation</b>	<b>Object Code</b>	<b>Which strategy does this practice support?</b>	<b>Title 1 Requirement Addressed by Practices (if any)</b>
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Teachers secure reading curriculum to improve students reading levels.	A3.2: Reading Intervention	All Students	General Purpose Discretionary	\$2,500.00	4200	Reading Strategies - Imple	Targeted Support for Low-Income Students
Teacher Stipends: Teachers have dedicated planning time to collaborate and create reading curriculum and strategies	A3.4: Teacher Professional Development focused on Literacy	All Students	General Purpose Discretionary	\$5,000.00	1120	Reading Strategies - Imple	Teacher PD

<b>Schoolwide Mathematics Improvement Strategy: Personalized Learning Supports - Provide small group and individualized instruction to students in math strategies to bring students up to grade level.</b>							
<b>Strategic Action</b>	<b>Associated LCAP Action Area</b>	<b>Primary Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Dollar Amount or FTE Allocation</b>	<b>Object Code</b>	<b>Which strategy does this practice support?</b>	<b>Title 1 Requirement Addressed by Practices (if any)</b>
Provide small group and individualized instruction to students in math strategies to: strengthen core academic program; increase the quality and amount of instruction and personalized support; and assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects. Small and individualized instruction will focus on providing support to all students, especially: African-American and Latino students; children with disabilities; homeless and foster youth; ELL students; newcomers; and GATE students.	A2.3: Standards-Aligned Learning Materials	All Students		\$0.00		Personalized Learning Su	
Provide APEX Credit Recovery Options with teachers on extended contract to increase amount and quality of credit-recovery instruction.	A1.3: A-G Completion	All Students	Program Investment	\$4,250.00	4310	Personalized Learning Su	Differentiation for Low-Performing Students

<b>Culture &amp; Climate/SEL Improvement Strategy: SEL, RJ, &amp; Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.</b>							
<b>Strategic Action</b>	<b>Associated LCAP Action Area</b>	<b>Primary Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Dollar Amount or FTE Allocation</b>	<b>Object Code</b>	<b>Which strategy does this practice support?</b>	<b>Title 1 Requirement Addressed by Practices (if any)</b>
Build on socioemotional skills of students through small group and one-on-one interactions, case management, and Restorative Justice practices.	A2.2: Social Emotional Learning	All Students	Other	\$0.00		SEL, RJ, & Family Engage	
Refreshments for parent engagement activities and meetings	A6.5: Academic Parent-Teacher Communication & Workshops	All Students	Title I: Parent Participation	\$160.10	4399	SEL, RJ, & Family Engage	Family Engagement
Hold family engagement activities to improve student attendance.	A5.4: Root Causes of Chronic Absence	All Students	Title I: Basic	\$4,789.64	4399	SEL, RJ, & Family Engage	Targeted Support for Low-Income Students

<b>Pathway Development/Implementation Strategy: WBL - Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student. Driven by the Digital Pathway Lead</b>							
<b>Strategic Action</b>	<b>Associated LCAP Action Area</b>	<b>Primary Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Dollar Amount or FTE Allocation</b>	<b>Object Code</b>	<b>Which strategy does this practice support?</b>	<b>Title 1 Requirement Addressed by Practices (if any)</b>

Digital Pathway Lead Stipend - Identify a dedicated person to lead the implementation of our pathways signature elements.	A1.1: Pathway Programs	All Students	Measure N	\$8,000.00	1120	Portfolio Presentations - S	
Digital Pathway Lead Stipend: STRS Certificated	A1.1: Pathway Programs	All Students	Measure N	\$1,154.40	3101	WBL - Build out Work-Bas	
Digital Pathway Lead Stipend: Medicare Certificated	A1.1: Pathway Programs	All Students	Measure N	\$116.00	3321	WBL - Build out Work-Bas	
Digital Pathway Lead Stipend: Workers Comp Certificated	A1.1: Pathway Programs	All Students	Measure N	\$500.00	3601	WBL - Build out Work-Bas	
Computer Software-Software which enables students to edit their digital stories and interviews.	A1.1: Pathway Programs	All Students	Measure N	\$2,000.00	4420	Informational Interview Vic	
KDOL Digital Media Class-Trainer for staff and students on best practices in media filming and photography techniques.	A1.1: Pathway Programs	All Students	Measure N	\$12,121.04	5825	Portfolio Presentations - S	
Digital Equipment	A1.1: Pathway Programs	All Students	Measure N	\$5,000.00	4410	Portfolio Presentations - S	

**Strategic Actions for All Other Strategies (including Measure N Design Feature and Signature Element Strategies)**

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Reading Enrichment Materials/Text	A2.3: Standards-Aligned Learning Materials	All Students	General Purpose Discretionary	\$2,500.00	4200	Reading Strategies - Imple	Differentiation for
Materials and Supplies	A2.3: Standards-Aligned Learning Materials	All Students	General Purpose Discretionary	\$12,066.15	4300	Reading Strategies - Imple	
Meeting Refreshments	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	General Purpose Discretionary	\$5,000.00	4311	SEL, RJ, & Family Engage	
Conference Expense	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	General Purpose Discretionary	\$10,000.00	5220	Reading Strategies - Imple	
Equipment	A2.3: Standards-Aligned Learning Materials	All Students	General Purpose Discretionary	\$5,000.00	4410	WBL - Build out Work-Bas	
Supplies	A2.3: Standards-Aligned Learning Materials	All Students	General Purpose Discretionary	\$5,000.00	4310	Reading Strategies - Imple	
Equip Maintenance Agreement	A2.3: Standards-Aligned Learning Materials	All Students	General Purpose Discretionary	\$5,000.00	5610	Portfolio Presentations - S	
Consultants	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	General Purpose Discretionary	\$12,000.00	5825	Reading Strategies - Imple	
Non-Contract Services	A2.3: Standards-Aligned Learning Materials	All Students	General Purpose Discretionary	\$5,000.00	5826	Portfolio Presentations - S	
Surplus	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	All Students	Title I: Parent Participation	\$160.10	4399	SEL, RJ, & Family Engage	Family Engagem
Surplus	A6.1: Parent / Guardian Leadership Development	All Students	Title I: Parent Participation	\$4,780.64	4399	SEL, RJ, & Family Engage	Family Engagem

TGDS: Alternatie Observe Stipends	A2.6: Teacher Evaluation	All Students	Measure G: TGDS	\$2,450.00	1120	Teacher Observations/Eva	Teacher PD
Surplus	A2.6: Teacher Evaluation	All Students	Measure G: TGDS	\$65.19	4399	Teacher Observations/Eva	Teacher PD

**SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION**

<b>Instructions:</b>		<b>KEY:</b>	
Please complete this self-assessment for your school.		1: <i>Beginning &amp; Designing</i>	3: <i>Meeting and Advancing</i>
Click here for <a href="#">Measure N rubric</a> . the full		2: <i>Developing &amp; Approaching</i>	4: <i>Excelling and Sustaining</i>

1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2	3	4	Focus Groups with Staff and Students held 1st and 3rd quarters.	Both teaching and counseling staff have learned and worked together to build a shared understanding of the emerging pathway at CDS.	The need to build a shared understanding and buy-in among the staff and students.
Leadership Configuration	2	3	3			
Distributive Leadership	2	3	3			

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	2	2	3	Focus Groups with Staff and Students held 1st and 3rd quarters.	One of CDS' challenges and pieces of work ahead is to build more partnerships with the Latino/a community and organizations to better support our Latino/a students at CDS.	Latino/a students not finding the necessary supports to thrive at charter schools. The majority of students sent from charters to CDS are of Latino/a descent.
Diverse Student Representation	2	3	3			
Closing the Opportunity Gap	1	2	2			

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	2	3	3	Focus Groups with Staff and Students held 1st and 3rd quarters.	Both teaching and counseling staff have learned and worked together to build a shared understanding of the emerging pathway at CDS.	The need to build a shared understanding and buy-in among the staff and students
Integrated Core	2	3	2			
Cohort Scheduling	2	3	3			

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2	2	Focus Groups with Staff And Students held 1st and 3rd quarters	One of our strengths was our continued use Achieve 3000 to support literacy and SRI improvement. All classrooms used collaborative learning strategies and relevant do now writing strategies. We offer one to one academic class structures so students are able to get support.	Many students come to CDS deficient in literacy and other academic subjects. Teachers need more PD on developing classroom rigor due to inexperience.
Collaborative Learning	2	2	2			

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2	1	2	Focus Groups with Staff And Students held 1st and 3rd quarters	We were able to start the year meeting with our ILT but staffing issues due to budget cuts prevented ILT from meeting consistently to support teachers with overall academic rigor. We also have new teachers who are all developing curriculum. The focus this year was on developing lesson plans and our pathway.	Many students come to CDS being deficient in literacy. There are also inconsistencies around implementation of academic rigor.
Collaboration Time	2	3	2			
Professional Learning	1	2	2			

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
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Types of Student Experiences	2+	3	3	Focus Groups with Staff And Students held 1st and 3rd quarters	One of our strengths is that we have built the beginning stages of providing students with learning opportunities through our after school program (e.g Robotics) and the new partnerships ( e.g. College of Alameda).	Need to provide students the opportunity to begin thinking about their career choices.
Pathway Outcomes	2	3	3			
Pathway Evaluation	1	2	3			

<b>7. PERSONALIZED STUDENT SUPPORT</b>	<b>2014-15 Score</b>	<b>2015-16 Score</b>	<b>Current Score</b>	<b>Current Status Data to Support Scores</b>	<b>Analysis of Strengths and Challenges</b>	<b>Root Cause(s)</b>
Support of Student Needs	2	2+	3	Focus Groups with Staff And Students held 1st and 3rd quarters	Our strength is small group instruction and a small adult to student ratio. We have also developed our pathway blue print which will help support students with SEL, academics and college and career. Due to budget cuts and other factors we were unable to have a consistent COST team that supports students with personal needs. We lost two case managers that drastically impacted the on campus and off campus support of students.	Many of our students have gone through trauma,been expelled, and have had socieo-emotional issues which have affected their overall academic growth. Most have not been exposed to career opportunities.
College & Career Plan	3	3	2			