

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Community Day School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Community Day School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Community Day School
CDS Code: 1612590106542
Principal: Mekael Johnson
Date of this revision: 6/10/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact: Mekael Johnson	Position: Principal
Address: 4917 Mountain Blvd. Oakland, CA 94619	Telephone: 510-531-6800 Email: mekael.johnson@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Community Day School

Site Number: 333

- | | | |
|---|---|---------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

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


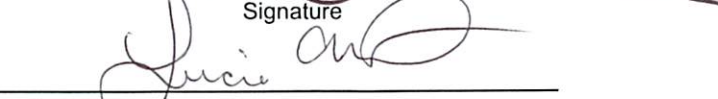


1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 Single 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 Single 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: 05/18/16

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|--|---|--|

Signatures:

<u>Mr. Johnson</u> Print name of School Principal	 Signature	<u>05/18/16</u> Date
<u>Mr. Johnson</u> Print name of SSC Chairperson	 Signature	<u>5/18/16</u> Date
<u>Lucia Mantz</u> Print name of Network Superintendent	 Signature	<u>5/26/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	 Signature	<u>5-31-16</u> Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

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 SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
9/8/2016	Staff	Conducted staff focus groups to gather feedback and information on potential local industries. We also looked at our school focus and how we could integrate our mission statement with our students in developing a school pathway.
11/3/2015	Staff	Conducted staff focus groups to gather feedback and information
5/3/2016	Staff	Conducted final staff focus group and developed and named school pathway- Digital Media StoryTelling
5/12/2016	CDS Students	Conducted student focus group, gathered information from surveys, gathered information regarding school culture and collaborated with staff findings to build a consensus for school pathway.
4/8/2016	CDS Students	Continued student focus groups to include final input into the development of the school pathway.
04/15-16/16	Alternative Ed retreat	Worked with school pathway team at alternative ed collaboration in developing step by step process of school culture, timeline engagement, pathway presentation and next steps.
5/19/2016	San Lorenzo High New Media Pathway Visit	Staff and students visited San Lorenzo High Media Arts Pathway to learn about the schools digital media program.

2016-2017 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$67,678.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$0.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$67,678.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$4,071.09	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$104.36	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$4,175.45	\$0.00

ABOUT THIS SCHOOL

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.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	81.5%	18.5%		14.8%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		7.4%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	48.1%	0.0%	7.4%	44.4%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.0%	0.0%	0.0%	0.0%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
<p>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.</p>	<p>Students come us different level academic grade disparities. This is due to several reasons: 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 IEP' lacking adequate support on site.</p>	<p>There are several reasons that affects graduate outcomes: Attendance, Behavioral and SEL support,</p>

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
<p>At least 50% of our students are testing at or above grade level on the SRI.</p>	<p>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.</p>	<p>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.</p>

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
<p>community day school is one safest school 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</p>	<p>All of the students who come to community day are expelled due to the numerous ed code violations comitted 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.</p>	<p>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 postion to attend universtiy. But they make mistakes in part due to being a product of thier 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 do to The other T on grade level an violence and socioeconomic in the city of Oakland has a direct impact on our students in Oakland schools. SEL</p>

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes

<p>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.</p>	<p>We have students that are different academic grade levels: AP, college Prep, EL, IEP, under performing and at grade level</p>	<p>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 Comunity 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 with out having the services to provide them. Stability of teachers also plays a role in providing students</p>
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SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- n/a

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	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)	1: Graduates are college and career ready.	
Post-Secondary Readiness:	Increase the percentage of students having participated in Work Based Learning (e.g. learning commonly used digital applications, internships, job shadowing, etc.)	5: Students are engaged in school everyday.	
Climate and Culture:	Decrease the frequency of suspensions.	5: Students are engaged in school everyday.	
Rigorous Academics:	Increase in percentage of students increasing grade-level student reading and writing proficiency.	3: Students are reading at or above grade level.	

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	On Track to Graduate	All Students	No baseline	No baseline	1: Graduates are college and career ready.	Graduation Rate
Post-Secondary Readiness:	Pathway Participation	All Students	80%	85%	5: Students are engaged in school everyday.	Number of Students Enrolling in Two-Year Colleges
Climate and Culture:	Suspensions	All Students	15%	12%	5: Students are engaged in school everyday.	Suspensions
Rigorous Academics:	SRI	All Students	At least 5%	AT least 5%	3: Students are reading at or above grade level.	SRI

School Theory of Action

If we provide students socioemotional and academic supports with an emphasis on literacy then a higher percentage of our students will be readmitted into the district or graduate because they will develop the necessary socio-emotional and academic skills. Moreover, if we provide students with 'real world' work-based learning opportunities (internships) then students will be more motivated to graduate and better prepared for college and career.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Implement writing across the disciplines and provide intensive and differentiated learning supports (Acheive 3000, one-on-one and small group)	Increase in grade-level student reading and writing proficiency.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Culture & Climate Improvement Strategy:	Build on socioemotional skills of students through small group and one-on-one interactions, case management, and Restorative Justice practices.	Increase the percentage of students graduating and being readmitted into the school district	Personalized Student Support	School Leadership & School Vision
Pathway Development/ Implementation Strategy:	Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student.	Increase the percentage of students having participated in Work Based Learning (e.g. learning commonly used digital applications, internships, job shadowing, etc.)	Work-Based Learning	Personalized Student Support
New or Emerging Design Feature #1:	Work-based learning opportunities (e.g. career exploration visits, shadowing, guest speakers, internships, etc.)	Increase the percentage of students exposed to internships and job shadowing	Work-Based Learning	Personalized Student Support

New or Emerging Design Feature #2:	Digital Applications Across the Curriculum: Students will use most commonly used work-place software applications across the disciplines (e.g. Word, Excel, and PowerPoint)	Increase the percentage of students exposed to internships and job shadowing	Work-Based Learning	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #3:	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.	Increase the percentage of students exposed to internships and job shadowing	Work-Based Learning	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #1:	Online and differentiated reading support (i.e. Acheive 3000 , Flocabulary)	Increase in grade-level student reading and writing proficiency.	Personalized Student Support	Equity/Access/ Achievement
Established Signature Element #2:	Restorative Justice Practices/Gender Groups	Decrease in the number behavioral referrals and suspensions as compared to prior school sites	Personalized Student Support	School Leadership & School Vision
Established Signature Element #3:	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.	Decrease in the number behavioral referrals and suspensions as compared to prior school sites	Personalized Student Support	Personalized Student Support



Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$67,678.00	General Purpose Discretionary	To purchase supplemental supplies/materials & equipment. Additional SEL support/advocate. Hire part time pathway support for technology, textbooks, refreshments and expand college and career exploration.	Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student.	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	333-1	333
\$1,400.00	Measure G (TGDS)	Create opportunities for peer observation on and offsite	Implement writing across the disciplines and provide intensive and differentiated learning supports (Acheive 3000, one-on-one and small group)	A2.9: Targeted School Improvement Support	1120	n/a	n/a	n/a	333-2	333
\$152.90	Measure G (TGDS)	PD refreshments and supplies for teachers working on writing across different subject disciplines	Implement writing across the disciplines and provide intensive and differentiated learning supports (Acheive 3000, one-on-one and small group)	A2.9: Targeted School Improvement Support	4399	n/a	n/a	n/a	333-3	333
\$17,000.00	Measure N Parcel Tax	Funds to be used for supporting the growth of digital pathway	Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student.	A1.1: Pathway Programs	4399	n/a	n/a	n/a	333-4	333
\$2,500.00	Program Investment	To purchase software, equipment and curriculum to support overall academic growth	Digital Applications Across the Curriculum: Students will use most commonly used work-place software applications across the disciplines (e.g. Word, Excel, and PowerPoint)	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	333-5	333
\$4,071.09	Title I Basic	Add more PD time to learn and understand pathway design features	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. Will include family participation and engagement in developing the school pathway.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4399	n/a	n/a	n/a	333-6	333
\$104.36	Title I Parent Participation	Surplus funds to be allocated by SSC in Fall 2016	n/a	A6.1: Parent / Guardian Leadership Development	4399	n/a	n/a	n/a	333-7	333

Community Day

Secondary School Compact

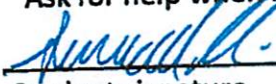
School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

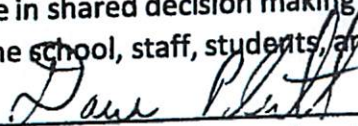


Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.



Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.



Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 28 day of 10, 2015.



Title I School Parental Involvement Policy 2015-16

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Oakland Community Day School agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

A flyer and agenda are sent out each monty telling parents about the meeting.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Meeting times are set by the parents of the SSC. Parents collaborate with the OUSd school community and SSC revisits time.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

All members are informed and responsible for filling out home school compacts and parent involvement policy. All parents in the SSC are given the opportunity in receiving information on the buddget that informs their decision making in the Title I programs.



OFFICE OF ACCOUNTABILITY PARTNERS

- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Information is provided during the SSC. They are informed through an agenda and a flyer.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Teacher makes presentation about all assessments and proficiency levels that are present to the SSC.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are given weekly phone class from teachers informing them of their progress. Progress is also sent out twice each semester.

School-Parent Compact

(Name of school) Community Day School :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Community Day School :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

Progress reports are sent out twice a semester. Teachers, case managers, and office admins give regular phone calls and updates about student progress.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

The district offers monthly parent summits. The school offers support from Seneca on parental management.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Principal along with OUSD and community partners detail the significance of SSC and partnership with school community



OFFICE OF ACCOUNTABILITY PARTNERS

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

School offers on site and off campus opportunities to help build the school.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Translation of the agenda and flyer are done in both Spanish and English.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

All parents involved in the SSC inform school community of all planned events.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Translation is required if needed. The site is also accessible for individuals needing disability services.



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Community Day School School Site Council on (Date) 10/28/2015 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) Community Day School 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

10/28/15

(Date)

School Site Council Membership Roster – High School

School Name: Community Day School School Year: 2015-2016

Chairperson : Mekael Johnson	Vice Chairperson: Sandra Backer
Secretary: Justin Gray	LCAP Parent Advisory Nominee:* DAwn Platt
LCAP EL Parent Advisory Nominee:* Victor Merino	LCAP Student Nominee:* Samuel Merino

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Mekael Johnson	x				
Sandra Backer			x		
Jason Gray		x			
Troy Ellison		X			
Alicia Cisneros		x			
Vernon Keeve		x			
Victor Merino				x	
Samuel Merino					x
De'Andraney Robinson					x
Dawn Platt				x	
Eduardo Arias					x

Meeting Schedule (day/month/time)	
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SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be an equal number of students and Parents/community members
4. Majority of school staff members must be classroom teachers;
5. Students are required to be members of the High School SSC
6. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
Or
3-Parent /Community
3 High School Students

*Please submit members' and nominees' contact information to raquel.jimenez@ousd.org

Revised 9/2/2015