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## Board Cover Memorandum

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
 Sondra Aguilera, Chief Academic Officer  
**Board Meeting Date** October 13, 2021  
**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Community Day School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Community Day School



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

## **2021-2022 School Plan for Student Achievement (SPSA)**

**School:** Community Day School  
**CDS Code:** 1612590106542  
**Principal:** Gary Middleton  
**Date of this revision:** 3/23/2021

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:

<b>Contact:</b> Gary Middleton	<b>Position:</b> Principal
<b>Address:</b> 4917 Mountain Blvd. Oakland, CA 94619	<b>Telephone:</b> 510-531-6800 <b>Email:</b> gary.middleton@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 3/23/2021*  
*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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 type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |   |

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 and 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:** \_\_\_\_\_

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

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

**Signatures:**

Gary Middleton <i>Gary Middleton</i>	Signature	7/1/2021
Principal		7/1/21
Michael Assefaw <i>Michael Assefaw</i>	Signature	7/1/2021
SSC Chairperson		Date
Gary Middleton <i>Gary Middleton</i>	Signature	7/1/2021
Network Superintendent		Date
Lisa Spielman <i>Lisa Spielman</i>	Signature	7/1/21
Director, Strategic Resource Planning		Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/30/2021	All Staff	Reviewd data in preparation for 21-22 SPSA.
4/13/2021	Staff/SSC/Community/Students	Input for 21-22 SPSA and Title 1 funds.
5/4/2021	Staff/SSC/Community/Students	Finalized input and recomendations for 21-22 SPSA and Title I funding
5/18/2021	Staff/SSC/Community/Students	Approved expenditures for 21-22.

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$6,970.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$73,770.00

### 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)	\$6,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$3,900.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$170.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$29,750.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$425.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$33,150.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$6,970.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$66,800.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$73,770.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	School Focus is on Readmission of students to OUSD	Students expelled by the Board and enroll at CDS.
<i>Focal Student Supports</i>	All students receive 1:1 counseling and coaching to manage the barriers of expulsion	All students have a mentor that guides and help through the process to readmission.
<i>Student/Family Supports</i>	Students are assigned a counselor and Therapist after they enroll.	Families and students need support navigating the expulsion process.
<i>Staff Supports</i>	Staff are assigned a group of students to support while they are enrolled at CDS.	Several staff have been at CDS for several years.

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Students are focused on readmission while at CDS	Students are expelled by the district and placed at CDS.
<i>Focal Student Supports</i>	Many students are truant which causes a pause on readmission.	Many students are not engaged due to too many other factors they are dealing with.
<i>Student/Family Supports</i>	To engage more families in the readmission process	Lack of engagement and access to information.
<i>Staff Supports</i>	Truancy is a primary barrier to being successful.	Students are often disengaged after going through the expulsion process.

### 1C: 20-21 STUDENT GOALS & TARGETS

#### Goal 1: All students graduate college, career, and community ready.

**School Goal for May 2024:** All students graduate college, career, and community ready.

**Instructional Focus Goal:** All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	n/a	n/a	n/a
On Track to Graduate: 9th Grade	All Students	n/a	n/a	n/a	n/a
On Track to Graduate: 11th Grade	All Students	n/a	n/a	n/a	n/a
A-G Completion	All Students	n/a	n/a	n/a	n/a
College/Career Readiness	All Students	n/a	n/a	n/a	n/a



<b>Instructional Focus Goal: Math and Literacy</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>Spring 2020 Baseline</b>	<b>Spring 2021 Target</b>	<b>Spring 2022 Target</b>
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-182.6 (Spring 2019)	n/a	n/a
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	Increase 1 or more grade levels.
IAB ELA Above Standard	All Students	n/a	n/a	n/a	All eligible students complete testing.
<b>Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>Spring 2020 Baseline</b>	<b>Spring 2021 Target</b>	<b>Spring 2022 Target</b>
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-73.6
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	0.0% (Spring 2019)	n/a	if students take 90% successful.

**Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal for May 2024:** All enrolled students eligible for readmission will be successful.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-231.5 (Spring 2019)	n/a	-211.5
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-187.7 (Spring 2019)	n/a	-167.7
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	At least a 10pt increase	At least a 10pt increase
IAB ELA Above Standard	African-American Students	n/a	n/a	At least a 10pt increase	At least a 10pt increase
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	25.0%	n/a	20.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-229 (Spring 2019)	n/a	-209.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-220.2 (Spring 2019)	n/a	-200.2
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	TBD
IAB Math Above Standard	African-American Students	n/a	n/a	n/a	TBD

<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	25.0%	16.0%	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	33.3%	25.0%	25.0%

**Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

**School Goal for May 2024:** All students build relationships to feel connected and engaged in learning.

**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	40.0%	n/a	95.0%
Suspensions	All Students	-2pp	29.8%	n/a	no more than 10%
Suspensions	African-American Students	-2pp	25.8%	n/a	no more than 10%
Suspensions	Students with Disabilities	-2pp	45.5%	n/a	no more than 10%
Chronic Absence	All Students	-2pp	n/a	n/a	Decrease of 50%
Chronic Absence	African-American Students	-2pp	n/a	n/a	Dcrease of 50%
UCP Complaints	All Students	n/a	n/a	n/a	0

**Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

**School Goal for May 2024:** Continue to retain long term staff by providing extra incentives.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	90%
Teacher Retention	All Teachers	n/a	51.3% (Fall 2020)	100%	100%

### 1D: IDENTIFIED NEED

**Instructions:** 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

**Instructions:** 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. How might inequities affect your school programs, and how might you mitigate this impact?

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

**Instructions:** 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

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready**

**Literacy**

**Theory of Change:** If we are able to increase student's capacity to access grade level text in their core content areas, then students will be more likely to increase content knowledge and reading proficiency, as evidenced by course grades and SRI scores.

**Related School Goal:** Increase reading and writing proficiency.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Due to the COVID 19 Pandemic students transitioned to online learning. Strategies and supports will be implemented in 21-22.

**What evidence do you see that your practices are effective?**

The pandemic made it very difficult for students to engage. Many had to take on jobs to help support their families. Strategies will be implemented in 21-22.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Too little data to access due to Distance Learning. Will implement strategies in 21-22.

**20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap**

**Literacy**

**Theory of Change:** If we are able to increase student's capacity to access grade level text in their core content areas, then students will be more likely to increase content knowledge and reading proficiency, as evidenced by course grades and SRI scores.

**Related School Goal:** Increase reading and writing proficiency.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Will implement in 21-22, COVID pandemic had a negative impact on engagement.

**What evidence do you see that your practices are effective?**

Too little data to access due to Distance Learning. Will implement strategies in 21-22.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Part 3.

<b>20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged</b>		<b>Attendance</b>
<b>Theory of Change:</b>	CDS will create a Truancy Team to conduct Home visits and engage students.	
<b>Related School Goal:</b>	Decrease chronic absences and suspensions.	
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
Will use Title I funds to fund a extended contract for home visits.		
<b>What evidence do you see that your practices are effective?</b>		
Students will reduce truancy and engage in school.		
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>		
None at this time.		
<b>20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff</b>		<b>Staff Professional Development</b>
<b>Theory of Change:</b>	If staff create a relationship with a student they are more likely to engage with school.	
<b>Related School Goal:</b>	Decrease Truancy.	
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
Greater emphasis will be palced on Home visits to keep students engaged in school.		
<b>What evidence do you see that your practices are effective?</b>		
Too little data to access due to Distance Learning. Will implement strategies in 21-22.		
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>		
TBD		

<b>20-21 Conditions for English Language Learners Priority:</b>		<b>Literacy</b>
<b>Theory of Change:</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>Related School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.	
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
Greater emphasis will be palced on SRI and other methods of increasing Literacy.		
<b>What evidence do you see that your practices are effective?</b>		
State studies show when students have a meaningful relationship with at least one adult on campus they have a higher rate of engagement.		
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>		
TBD		
<b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b>		
<b>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</b>		
Did not make any significant changes at this time.		

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Community Day School

**School ID:** 333

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

**Goal 1: All students graduate college, career, and community ready.**

<b>School Priority ("Big Rock"):</b>	Literacy
<b>School Theory of Change:</b>	If we are able to increase student's capacity to access grade level text in their core content areas, then students will be more likely to increase content knowledge and reading proficiency, as evidenced by course grades and SRI scores.
<b>Related Goal(s):</b>	All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Integrate literacy strategies to support students into their core classes.	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Professional development agendas; classroom observations		Tier 1

**Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Priority ("Big Rock"):</b>	Literacy
<b>School Theory of Change:</b>	If we are able to increase student's capacity to access grade level text in their core content areas, then students will be more likely to increase content knowledge and reading proficiency, as evidenced by course grades and SRI scores.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English Learners</i>



#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Professional development agendas; classroom observations		Tier 1

**Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority ("Big Rock"):</b>	Attendance
<b>School Theory of Change:</b>	If students are engaged in opportunities in school (e.g. Digital Media); have positive relationships with office, case managers, and teaching staff; and their is ongoing communication and student attendance/progress monitoring and reporting, students will be more likely to attend school more often and regularly.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Incorporate digital projects into core classes.	Communicate expectations to teachers and provide feedback on digital projects	Lesson plans and/or course syllabi		Tier 1
3-2	Have students monitor and update their progress trackers.	Communicate expectations to teachers and monitor implementation.	Student progress trackers		Tier 1
3-3	Case managers participate in weekly check-ins with students.	Communicate expectations to case managers and monitor implementation.	Student progress trackers, student reflections, and appointment calendars.		Tier 1

**Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Priority ("Big Rock"):</b>	Staff Professional Development				
<b>School Theory of Change:</b>	If staff have opportunities to connect and collaborate with staff from other OUSD high schools in role-alike and discipline-alike groups, then staff will be more likely to continue developing/refine professional knowledge and practice.				
<b>Related Goal(s):</b>	Continue to retain long term staff by providing extra incentives.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Engage in opportunities to collaborate with teachers from OUSD sites, particularly Alt Ed sites.	Engage in opportunities to collaborate with other teachers or off-site professional development.	Professional Development Agendas		Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Literacy				
<b>School Theory of Change:</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>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Professional development agendas; classroom observations		Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 333

School: Community Day School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
School Office Supplies	\$125	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	333-1
Dues & Memberships	\$1,100	General Purpose Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	333-2
Equip Maintenance Agreement	\$250	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	333-3
Books	\$371	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate literacy strategies to support students into their core classes.	333-4
Supplies	\$21,229	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate literacy strategies to support students into their core classes.	333-5
Consultants	\$8,150	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	333-6
Consultants	\$20,000	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	333-7
External Work Order Services	\$13,150	Measure N	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	333-8
Supplies to support student achievement	\$6,375	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate literacy strategies to support students into their core classes.	333-9

**PROPOSED 2021-22 SCHOOL SITE BUDGET**

**Site Number:** 333

**School:** Community Day School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies to support parent engagement	\$170	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engage in opportunities to collaborate with teachers from OUSD sites, particularly Alt Ed sites.	333-10
Supplies to support student achievement	\$425	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate literacy strategies to support students into their core classes.	333-11

## 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:

- m 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:

- m 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:

- m "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:

- m Recruitment during weekly case manager 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:

- m 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:

- m 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:

- a 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**

Gary Middleton

Date

9/9/20



## School-Parent Compact

Community Day School

2020-21

*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 2020-21 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

**Gary Middleton**

9-9-20



Strategic Resource Planning (SRP)

**Community Day School  
School Site Council Membership Roster  
2020-2021**

**SSC - Officers**

Chairperson:	Michael Assefaw
Vice Chairperson:	Robert White
Secretary:	Gary Middleton

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Gary Middleton	<b>X</b>					
Michael Assefaw		<b>X</b>				<b>2nd</b>
Vernon Keeve - Alternate Member		<b>X</b>				<b>2nd</b>
Robert White Jr.			<b>X</b>			<b>2nd</b>
Jasmine Alexander				<b>X</b>		<b>1st</b>
Jayson Alexander					<b>X</b>	<b>1st</b>
Joline Castaneda				<b>X</b>		

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	3rd Thursday of each month.
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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;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)