

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Oakland Community Day School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Oakland Community Day School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Oakland Community Day School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Community Day HS

0106542

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Community Day School serves students who have been expelled from their comprehensive school sites while Barack Obama Academy serves students who are at risk of expulsion. In a partnership with Seneca Center, these schools focus equally on the development of appropriate behaviors and pro-social skills. We support students in building self-esteem, independence and resiliency as we prepare them to transition back to the comprehensive system.

VISION

MISSION STATEMENT: Oakland Community Day School's and Barack Obama Academy's mission is to provide a high-quality, highly-structured, therapeutic education for secondary students. **VISION STATEMENT:** A student of Oakland Community Day School and Barack Obama Academy will both learn and heal. Students will achieve a level of personal stability that reopens previously closed doors to school and society.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

CDS use the district-wide strategic practices to accelerate student achievement and meet school targets by doing the following: 1) Monthly Community Meeting: Each school meets every Wednesday, for key announcements, policy changes and other campus activities. Guest presentations and/or student empowerment activities are included to increase positive climate and culture. Students are also recognized for behavior and academic achievements. B) A Consistent Focus on Instruction: A schedule has been developed so that teachers have quality time for collaboration and analysis of student data (student work, rubrics, interim assessment results, etc.). Teachers meet on a bi-monthly basis in grade-level teams and department teams. The objective of the meetings is to observe the teaching practices and/or analyze data as it relates to students. 3) Interventions in Math and CAHSEE support: Teachers are given an advisory class where they provide interventions in Math for both the middle and high school. CAHSEE preparation, as well as academic acceleration and re-teaching key skills, is the focus of these classes. 4) Mentoring: A mentoring program has been put in place to help build a positive community. The young men have male mentors and the young ladies have female mentors. The focus of the program is to deal with academic and social barriers to learning. 5) Institute an instructional focus: Reading Comprehension 6) Institute three core instructional strategies: i) Sustain Silent Reading (SSR) ii) Reading across the curriculum iii) Graphic Organizers 7) The Principal will ensure that teachers have lessons anchored in concrete, high-order objectives 8) Data analysis: Utilize SRI to determine student reading lexiles to differentiate teaching and aid in independent student reading Students read books at their appropriate lexiles independently and are stretched in their reading in the classroom 9) Provide differentiated professional development, a variety of trainings, and observations at comparable schools for teachers in order to see strong instruction in action 10) Professional Learning Communities (PLC) i) A Master Schedule has been developed to release teachers for collaboration in the following PLCs: ?Department PLCs ?Grade-level PLCs ?Teacher / Principal PLCs ?A monthly All-Staff PLC ii) Monitoring of academic success: ?All-Staff PLCs will focus on the implementation of the Instructional Focus, Reading Comprehension, and more specifically: ?Analyze student work with an emphasis on cognitive empathy in an inquiry cycle to inform re-teaching needs ?Assess the effectiveness of the core strategies that are being implemented across the curriculum

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Community Day HS

Principal: LA TANYA WILLIAMS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

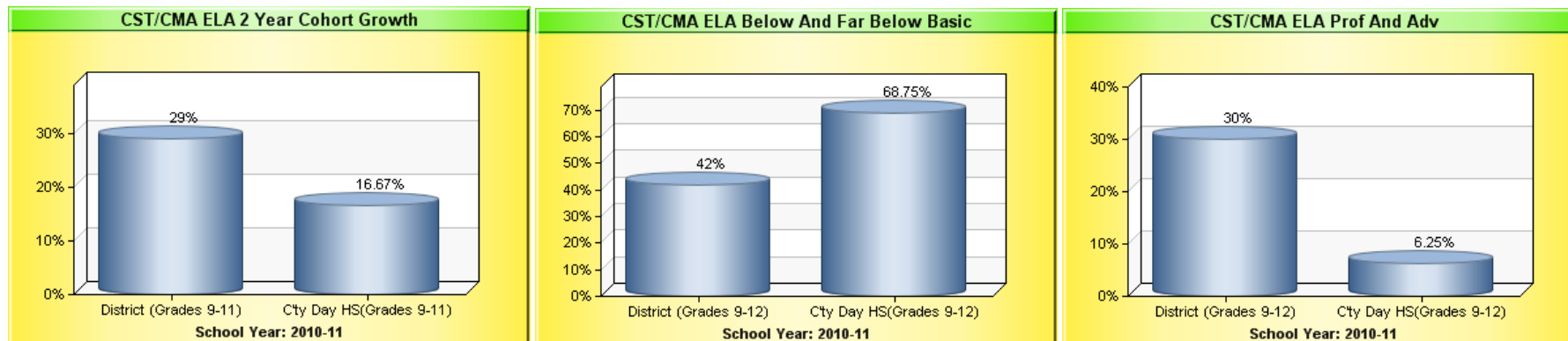
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- Community Day School's student population is highly transient and, therefore, the CST is often an unreliable tool to measure student growth.
- Because of the transient population the data below is representative of 26 students, many of whom were enrolled at CDS between 1/2011 - 5/2011

Data Analysis

- Middle School English 7 CST scores from 2010 - 2011 show a 38% gain in the number of students who moved from far below basic and below basic and a 0% change in the number of students who moved to proficient and advanced.
- Middle School English 8 CST scores from 2010 - 2011 show a 39% change in the number of students who moved into far below basic and below basic and a 33% change in the number of students who moved from proficient and advanced.
- High School English 9 CST scores from 2010 - 2011 show a 28% gain in the number of students who moved from far below basic and below basic and a 0% change in the number of students who moved to proficient and advanced.
- High School English 10 CST scores from 2010 - 2011 show a 2% change in the number of students who moved into far below basic and below basic and a 14% gain in the number of students who moved to proficient and advanced.
- High School English 11 CST scores from 2010 - 2011 show a 100% gain in the number of students who moved from far below basic and below basic and a 100% change in the number of students who moved from proficient and advanced.

Theory Action

- District Benchmarks are a more beneficial tool for CDS to measure student growth as enrollment is sporadic can range from 3 months to 1 year. This data is representative of anywhere from 1 to 8 students in a particular grade level.
- M.S. ELA 7 and 8 Benchmark scores for the Fall and Winter of 2010/11 show that the CDS grade 7 average score of 86% was far above the District average of 59%.
- Grade 8 scores were 17% below the District average of 64%. All of grade 7 was at or above grade level on the Fall Benchmark. 20% of grade 8 was at or above grade level on the Fall Benchmark.
- H.S. ELA Benchmark scores for the Fall of 2010/11 show students in grade 9 scored an average of 45% while the District average for grade 9 was 58%. Students in grade 10 scored an average of 51% while the average for the District was 54%.
- 13% of 9th grade students and 20% of 10th grade students were at or above grade level on the Fall Benchmark. Data for the Winter Benchmark is incomplete for this school year.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Community Day HS

Principal: LA TANYA WILLIAMS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

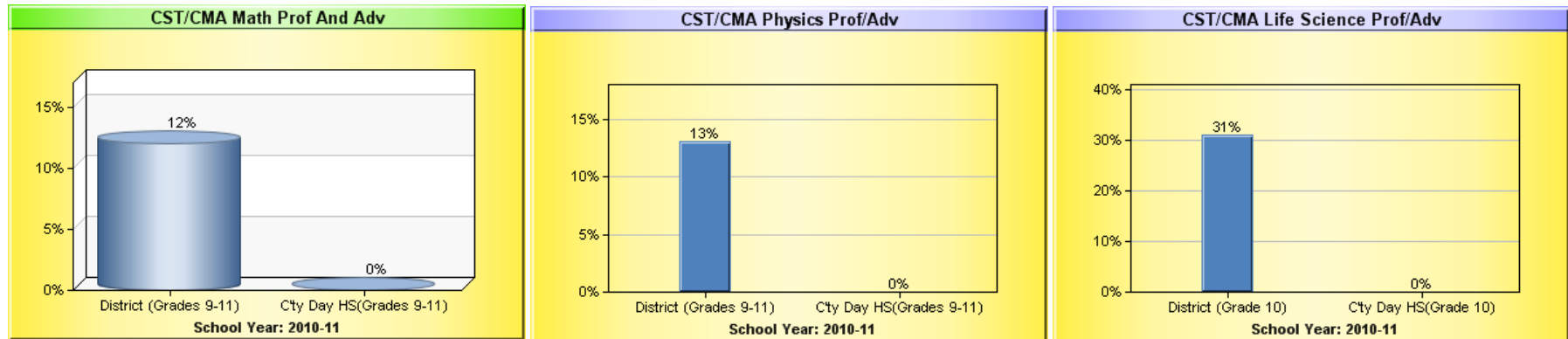
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- Community Day School's student population is highly transient and, therefore, the CST is often an unreliable tool to measure student growth.
- Because of the transient population the data below is representative of 26 students, many of whom were enrolled at CDS between 1/2011 ? 5/2011

Data Analysis

- Middle School Math 7 CST scores from 2010 - 2011 show a 5% gain in the number of students who moved from far below basic and below basic and a 0% change in the number of students who moved to proficient and advanced.
- Middle School Algebra 1 CST scores from 2010 - 2011 show a 33% change in the number of students who moved into far below basic and below basic and a 33% gain in the number of students who moved into proficient and advanced.
- High School Geometry CST scores from 2010 - 2011 show a 0% change in the number of students who moved into far below basic and below basic and a 0% change in the number of students who moved to proficient and advanced.

Theory Action

- District Benchmarks are a more beneficial tool for CDS to measure student growth as enrollment is sporadic can range from 3 months to 1 year. This data is representative of anywhere from 1 to 8 students in a particular grade level.
- M.S. Math 7 and Algebra 1 scores for the Fall, Winter and Spring of 2010/11 show CDS grade level averages to be below the District's grade level averages.
- However, the Winter Math 7 Benchmark demonstrated students at CDS were only one percentage point below the District average for grade 7. In 2010/11 no students at CDS were at or above grade level in mathematics.
- High School Geometry Benchmark scores for the Fall and Spring of 2010/11 show that CDS students were 5% below the District average of 43% in the Fall. However, 9% of the students at CDS were at or above grade level on this same test.
- The data for Winter and Spring Benchmarks for this year is incomplete.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Community Day HS

Principal: LA TANYA WILLIAMS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Community Day HS

Principal: LA TANYA WILLIAMS

School Quality Standards relevant to this Strategic Priority

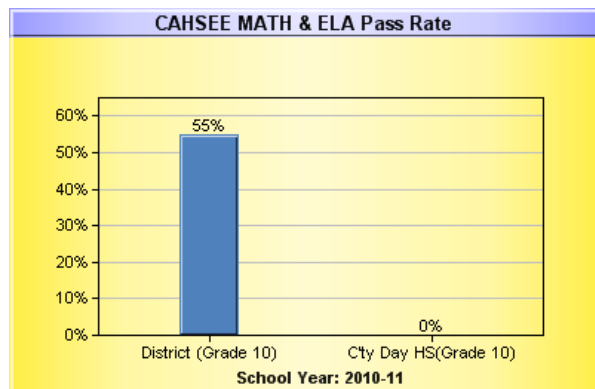
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



School Data

- Because we have recently seen an increase in the number of students leaving Community Day School and entering college, we will implement a plan for the 2012/13 school year

Theory Action

- We are currently working on becoming WASC accredited in order to be recognized by colleges
- We are currently putting together an internship program for our high school students so they can develop the necessary skills which will help them to become employable and motivated to attend and complete college
- We provided CYBER HIGH to help students make up lost credits in order to prepare them for college

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Community Day HS

Principal: LA TANYA WILLIAMS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Data

- Of our total population, we enroll approximately 15% English Learners, 5% students with IEPs, and 1 Gate student per year
- On any given semester, our student body consists of approximately 60% African Americans, 35% Latinos, and 5% other. Of the total population, 90% are male and 10% are female.

Theory Action

- Teachers are given common preps to collaborate, develop curriculum, and strategize on how to meet the needs of all our students. This time is also spent tutoring struggling students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
There is considerable work going on at this school to expand Adv. Placement offerings for all students. The AP Achievement Institute will be held in June to support teachers to better scaffold for all students who wish to take an AP class. Professional Development will also be held through the 12-13 school year to support the training of AP teachers to best support the success of students	GPA, AP	GATE	2012-13	Principal	5/17/2012	333SQ1E4591	GATE PROGRAM SERVICES	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Community Day HS

Principal: LA TANYA WILLIAMS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Community Day HS

Principal: LA TANYA WILLIAMS

School Quality Standards relevant to this Strategic Priority

A quality school...

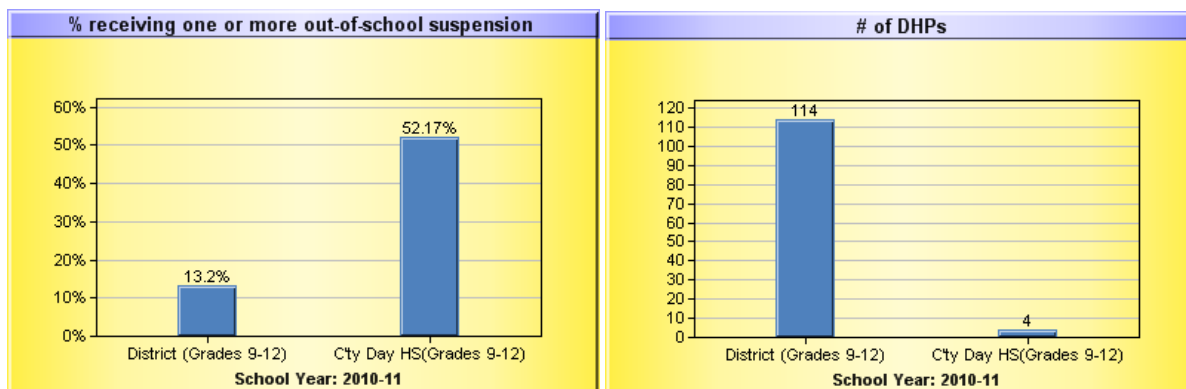
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%



Theory Action

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
contract with California Youth Outreach to assist with reducing truancy and gang involment.	Site based student assessment	All Students	Aug-Jun	Principal	3/9/2012	333SQI2A1450	Provide one-to-one and group mentoring for students in need of behaviorial and attendance issues	3010-Title I	5825-CONSULTANTS		0	\$20,000.00
contract with California Youth Outreach to assist with reducing truancy and gang involment.	Site based student assessment	All Students	Aug-Jun	Principal	3/9/2012	333SQI2A1451	Provide one-to-one and group mentoring for students in need of behaviorial and attendance issues	7090-EIA - SCE	5825-CONSULTANTS		0	\$11,300.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Community Day HS

Principal: LA TANYA WILLIAMS

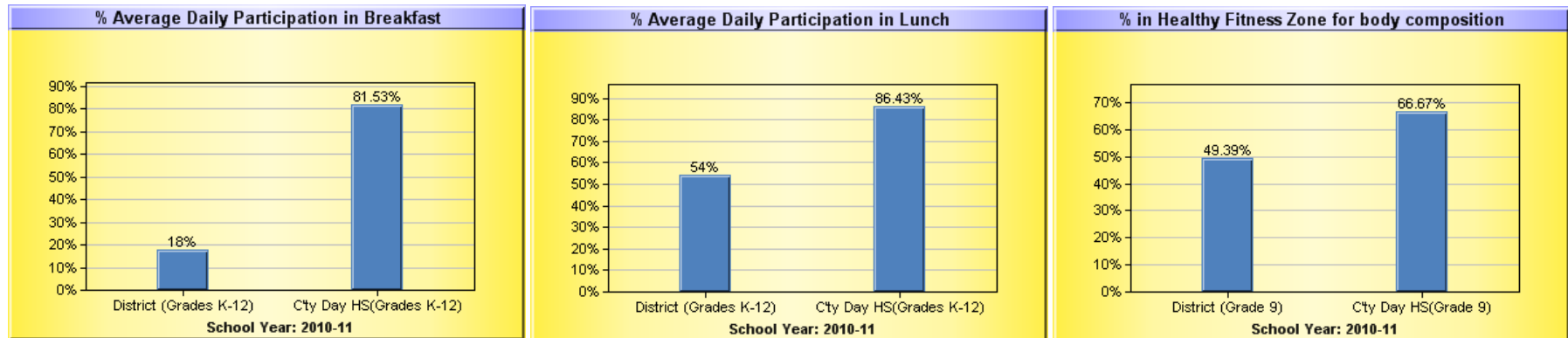
School Quality Standards relevant to this Strategic Priority

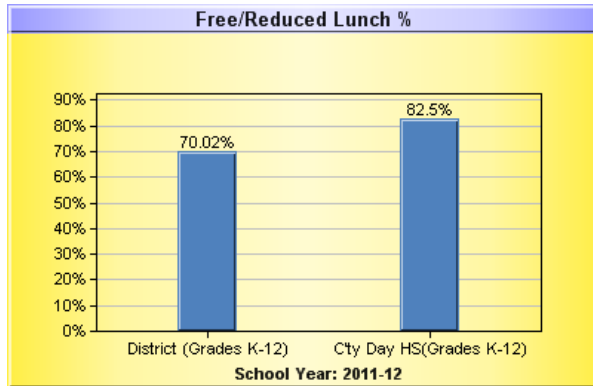
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





Theory Action

- Community Day School and Barack Obama partners California Youth Outreach and with Seneca, a mental health provider
- Both organizations provide individual counseling and family outreach in order to meet the health needs of the "whole" child
- A new fitness gym is being put in place for the 2012/13 school year at both CDS and BOA

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Community Day HS

Principal: LA TANYA WILLIAMS

School Quality Standards relevant to this Strategic Priority

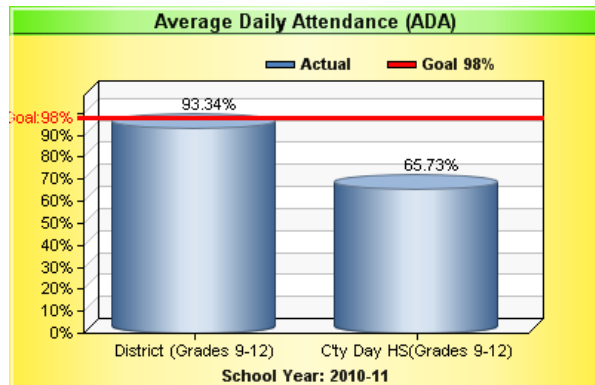
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)



Theory Action

- We work closely with our community partners, California Youth Outreach and Seneca, to make home visits and phone calls to students who miss school
- We have started a family support group which deals with a variety of issues including chronic absences

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Community Day HS

Principal: LA TANYA WILLIAMS

School Quality Standards relevant to this Strategic Priority

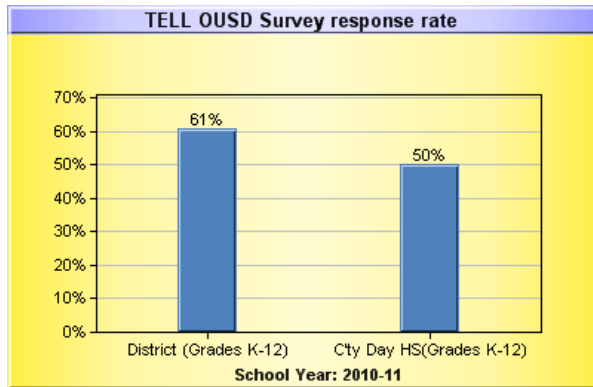
A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All teachers are trained in the Seneca model in learning to effectively engage students.	Student behavior assessments	All Students	Aug-Jun	Principal	3/9/2012	333SQI3A1446	provide professional development for teachers to help improve the academic performance of low achieving students	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$1,285.00
							provide teachers with					

All teachers are trained in the Seneca model in learning to effectively engage students.	Student behavior assessments	All Students	Aug-Jun	Principal	3/9/2012	333SQI3A1447	the opportunity to participate in conferences and workshops where they can learn best practice for teaching under-performing students	3010-Title I	5220-CONFERENCE EXPENSE		0	\$1,000.00
All teachers are trained in the Seneca model in learning to effectively engage students.	Student behavior assessments	All Students	Aug-Jun	Principal	3/9/2012	333SQI3A1448	purchase supplemental materials and supplies to enhance the core instructional program	3010-Title I	4310-SUPPLIES		0	\$1,920.98
All teachers are trained in the Seneca model in learning to effectively engage students.	Student behavior assessments	All Students	Aug-Jun	Principal	3/9/2012	333SQI3A1449	purchase supplemental materials and supplies to enhance the core instructional program	7090-EIA - SCE	4310-SUPPLIES		0	\$25.07

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Community Day HS

Principal: LA TANYA WILLIAMS

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Theory Action

- Community Day engages parents in meaningful interactions with the school. We support a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity we:
 1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 2. Teach parents/guardians how to monitor their child's progress and schedule meetings with teachers
 3. Educate and involve parents in School Site Council and
 4. Home visits and Family therapy

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage families in community meeting, parent conferences, and parent ed opportunities	Parent feedback	All Students	Aug-Jun	Principal	3/9/2012	333SQI4A1452	Provide meeting refreshments to encourage parents and community members to support the schools academic programs by participating in meetings regarding students academics	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$549.80

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Community Day HS

Principal: LA TANYA WILLIAMS

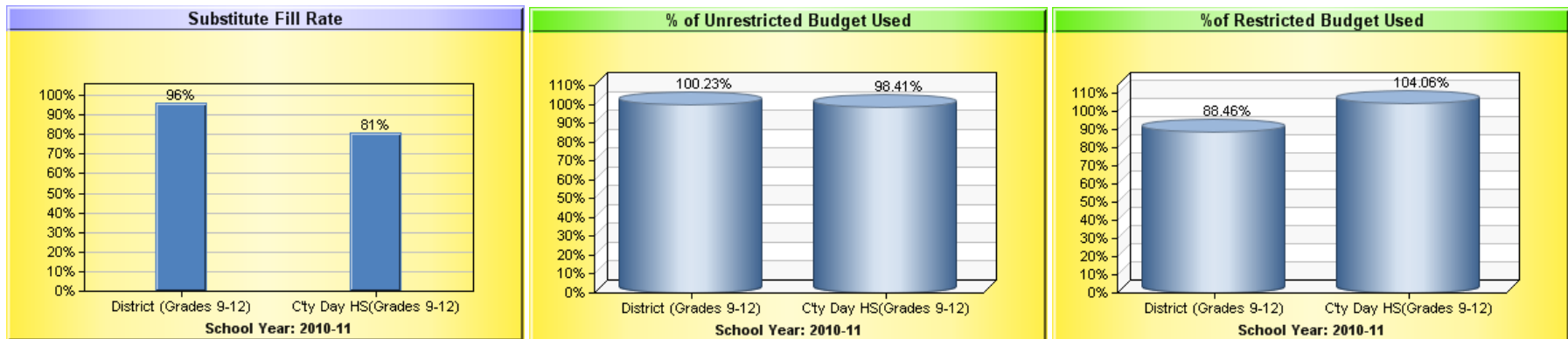
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



School Site Council Membership Roster – Secondary School

School Name: Oakland Community Day

School Year 2011/12

Chairperson: Cynthia Clark	Vice Chairperson: Edwin Contreras
Secretary: Courtney McBride	DAC Rep:

Check Appropriate Representation

Members' Names	Mailing Address (with zip code)	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
LaTanya Williams	4917 Mountain Blvd., Oakland, CA 94619	X				
Kristen Burzynski	4917 Mountain Blvd., Oakland, CA 94619		X			
Mija Gardner	4917 Mountain Blvd., Oakland, CA 94619		X			
Edwin Contreras	4917 Mountain Blvd., Oakland, CA 94619		X			
Courtney McBride	4917 Mountain Blvd., Oakland, CA 94619		X			
Cynthia Clark	4917 Mountain Blvd., Oakland, CA 94619			X		
Maria Ramos	4917 Mountain Blvd., Oakland, CA 94619				X	
Janice Bobbs	4917 Mountain Blvd., Oakland, CA 94619				X	
Cheryl Moore	4917 Mountain Blvd., Oakland, CA 94619				X	
Cameron Smith	4917 Mountain Blvd., Oakland, CA 94619					X
Abraham Morena	4917 Mountain Blvd., Oakland, CA 94619					X
Jonathan Pastor	4917 Mountain Blvd., Oakland, CA 94619					X

SSC Legal Requirements:

Members **MUST** be selected/elected by peer groups;

- (1) There must be an equal number of school staff and parent/community members;
- (2) Majority of school staff membership must be classroom teachers;
- (3) Parent/community members cannot be employees at the sit

1-Principal
 4-Classroom
 Teachers
 1-Other Staff
 6-Parent
 /Community

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Oakland Community Day
Site Number: 333**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on March 27, 2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on March 27, 2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



 SSC Chairperson's Signature



 SSC Chairperson's Name (printed)

Date

 ELAC Chairperson's Signature

 ELAC Chairperson's Name (printed)

Date




 Principal's Signature



 Principal's Name (printed)

Date



 Executive Officer's Signature



 Executive Officer's Name (printed)

5-17-12
Date



 Director, State & Federal Compliance Signature



 Director, State & Federal's Name (printed)

6/8/12
Date

Involvement of Parents in the Title I Program

Community Day agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Community Day 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:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
 - School Site Council
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress
 - School Site Council
 - Home visits
 - Weekly progress reports (upon request)
 - Meetings scheduled with teacher (upon request)
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - *Inform parents of upcoming workshops given by the District*
 - *Case Manager meets with parents regarding their child's academic progress and provides them with information, if necessary*

- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - School Site Council
- 5) 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.
 - School Site Council
 - Leadership
- 6) 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.
 - Flyers
 - Letters
- 7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - School Site Council
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

- 1) **Community Day** will convene an annual Title I meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan
School-Parent Compact

Community Day 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.

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

School Site Council

This policy was adopted by the Community Day School Site Council on 4/27/2012 and will be in effect for the period of 7/1/2012 to 6/30/2013. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before August 2012. It will be made available to the local

community on or before August 2012. The *Community Day*'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)

(date)

Appendix C: Academic Program Survey

N/A

Appendix D: Description of LEA Support for PI Schools

N/A

Appendix E: Program Improvement Year 4 Restructuring Plan

N/A

School – Parent Compact

Community Day School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2012-2013 school year.

School Responsibilities - Community Day School will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

- *Teachers' lessons are aligned with State standards and District pacing guides.*
- *Professional development is provided to enrich teachers' ability to differentiated instruction.*
- *Teachers are regularly evaluated to ensure that curriculum is aligned with learning targets.*
- *A variety of culturally relevant material is used in the classroom to engage students.*

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

- *Parent-teacher conferences will be held once per semester and as needed to support additional needs.*

3) Provide parents with frequent reports on their children's progress.

- *Progress are issued every 5 weeks.*
- *Informal reports are provided weekly per request*

4) Provide parents reasonable access to staff.

- *Teachers have a designated advisory period in which they are able to meet with parents and students. Parents can call and set up a meeting with their child's teacher.*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- *Parents are welcome to assist with one to one support with students.*
- *Participate on SSC/ELAC*
- *Parents are welcome to drop by and visit classes once they have been cleared by the main office*

Parent Responsibilities –

We, as parents will support our children's learning in the following ways:

- *Monitoring attendance*
- *Make sure homework is completed*
- *Monitoring amount of television viewing time*
- *Promoting positive use of child's out of school time*

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- *Do my homework every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*
- *Commit to attend advisory and/or after school tutoring as determined by grades and progress*