

Action Research	Community Day School
School:	Community Day
Pathway/s:	Digital Media
Outcome Data	Community Day Data Slides
Top 5 Measure N Funding Commitments	Partnership with KDOL; Pathway Lead, Pathway Stipends, Pathway Digital Equipment
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How do we create a quality Pathway in a Community Day Setting.
What did you discover in the past year? (Please use data to support.)	Relationship with the Teacher and attendance are the biggest factors in being sucessful in the path
What are you going to <i>do differently</i> or <i>change</i> moving forward?	Create an internal Digital Media CTE class where a CDS teacher is teaching the course
How do you anticipate this will improve Measure N outcomes for your students moving forward?	Students will be able to build a stronger relationship with a Teacher that is on campus everyday. This will lead to a stronger commitment to engaging in school and a investment in their future.

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

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.

Family & Student Engagement

SCHOOL DATA SLIDES

[Community Day Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

Task: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

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

Instructions:	<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <ul style="list-style-type: none"> • Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>
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State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	N/A - Students go back to their original school to graduate		
On Track to Graduate (11th Grade)	N/A		
A-G Completion			
SBAC ELA			
SBAC Math			
AP Pass Rate/Dual Enrollment Pass Rate	N/A		
Pathway Participation/CTE Enrollment*	All High School Students are enrolled.	Truancy issues prevent students from being successful.	Creating a fast track to re-admission.
English Learner Progress			
Suspension Rate			

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	Increase the number of readmission rates by 5%		All Students				Create a personal learning plan to support student goals and progress.
On Track to Graduate (11th Grade)	Increase the course passage rate of students each marking period by 5%		All Students				Continue to engage CDS students in the Digital Technology and Arts Pathway.
A-G Completion			All Students				
SBAC ELA	Increase the amount of students increasing their SRI scores by 5%		All Students	-46.4	-38.9	-31.4	Create a personal learning plan to support student goals and progress.
SBAC Math	Increase the amount of students passing math courses by 5%		All Students	-93.9	-83.9	-73.9	Create a personal learning plan to support student goals and progress.
AP Pass Rate	NA		All Students				
Dual Enrollment Pass Rate	NA		All Students				
Pathway Participation/ CTE Enrollment*	Increase the amount of students participating in a Digital Media class to 100%		All Students				Continue to engage CDS students in the Digital Technology and Arts Pathway.
English Learner Progress	Increase the amount of English Learners reclassifying by 5%		All Students	90.70%	coming soon	coming soon	Create a personal learning plan to support student goals and progress.
Suspension Rate	Decrease suspension rates by 5%		All Students	-93.9	coming soon	coming soon	Create a personal learning plan to support student goals and progress.

School: Community Day School

School ID: 333

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.	KEY: 1: <i>Not at all</i> 3: <i>Mostly</i> 2: <i>Somewhat</i> 4: <i>Completely</i>
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	School Mission/Vision is articulated in each classroom and common space.	School mission/vision will be incorporated into Pathway goals for 2018-19.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	CDS Mission/Vision will be integrated into the Digital Pathway goals. This will provide leadership a clear path to create systems which align with the overall school goals.	Creating a singular mission/vision for the entire school.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	2.: Somewhat	Continued collaboration with all community stakeholders.	Increased collaboration time to create a singular mission.
School Leadership & Vision Goal for 2018-19:			

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	2: Somewhat	Not all key stakeholders are collaborating at the same time to create common systems for pathway support.	Increased collaboration time with key stakeholders.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	Due to CDS small size there are 2 key groups that collaborate to ensure school goals are shared.	Increase time key stakeholders share common practices which align to school goals.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	4: Completely	Decision-Making bodies are continually reviewing practices which lead to student success.	Find ways to increase student voice within the transitional nature of the student body.

LANGUAGE & LITERACY

What strategic actions are you taking to improve language and literacy outcomes for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	Partially Implemented	Somewhat Effective	Review of SRI scores and evaluation of Staff selected reading strategies.

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	Increase in percentage of students who are increasing their SRI lexile scores.	All Students	N/A	Identify a lead teacher to coordinate		Create a personal learning plan to support student goals and progress.
Common Core	Increase in percentage of students who are able to cite strong and thorough textual evidence to support a claim	All Students	N/A	All-Students	All Students	Create a personal learning plan to support student goals and progress.

THEORY OF ACTION

Theory of Action	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				
How are you supporting English Language Learners?	Staff identify 1 to 2 ELL strategies that they will implement and integrate into their core content areas				
How are you building conditions for students and adult learning?	Providing time for staff collaboration and development where they learn the strategies to support students to access text and ELL strategies as well, along with planning time to integrate the strategies into their unit plans, and observe and reflect the implementation of strategies in the classroom				
Engagement: Who do you need to meet with moving	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams	

forward to develop and then finalize this plan?	The alternative governance structure for CDS	Entire staff as we are a small school	Entire staff as we are a small school	Entire staff as we are a small school
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STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Collaboration Time Stipends: Provide collaboration time for teachers to identify and integrate reading/ELL/GATE strategies into their core content instructional design; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	English Learners	LCFF Supplemental	\$5,000.00	1120		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Collaboration Time Stipend Benefits: Provide collaboration time for teachers to identify and integrate reading/ELL strategies into their core content instructional design; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	Low-Performing Students	LCFF Supplemental	\$1,370.64	3000		Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners
ELL and Newcomer Literacy Support: Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	English Learners	Other	\$0.00			Rigorous Academics	A4.1 English Learner Reclassification

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	3	3+	Clear industry sector and identified pathway theme
Integrated Core	3	2	3-	Digital Media Class in place and beginning to integrate digital medial skills into core content areas
Cohort Scheduling	3	3	3	All students take the Digital Media class
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	2	3	Collaboration between the HS core content teachers and the Digital Media teacher to identify digital media skills and knowledget and integrate theme into core content
Collaborative Learning	2	2	3	Students are collaborating together in classes and teachers have integrated more collaborative group strategies into their core content classes
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	1	2	3-	Monthly meetings to identify what's working and to share best practices; evidence of shared practices being implemented in various classes
Collaboration Time	3	2	3+	Teachers have daily shared prep time for collaboration
Professional Learning	2	2	3	Teacher led instructional PD

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	Partially Implemented	Effective	We have seen an increase in SRI scores based on the students who have consistently tested.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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Standards Based Instruction/ Project-Based Learning	Every student intergrates their digital media content into everyday core curriculum.	All Students	N/A	All Students	All Students	Continue to engage CDS students in the Digital Technology and Arts Pathway.
Graduate Capstone/Culminating Experience	All students will create a digital portfolio	All students	N/A	All Students	All Students	Create a personal learning plan to support student goals and progress.
Course Passage Rates	All eligible studnts will be re-admitted to OUSD.	Eligible Students	N/A	mission eligible students		Create a personal learning plan to support student goals and progress.

THEORY OF ACTION

Theory of Action	All CDS students will create a personalized plan and digital portfolio which will lead to re-admission and educational success.					
How are you supporting English Language Learners?	All teachers use multiple teaching strategies such as visual aids and pre-reading strategies to assist English Language Learners.					
How are you building conditions for students and adult learning?	All key stake holders (community members, students, parents, and staff) are involved in decision making and creating an environment of inclusion for all students.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	Creating an alternative to SSC due to our small size.	N/A	Identifying long term students to be part of this team	Inclusion of students as part of this team.		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Academic Proficiency: Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Foster Youth		\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

Professional Development: Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Low-Performing Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs
Students with Disabilities Support: Integrate strategies to specifically support students with disabilities reach academic proficiency	Students with Disabilities		\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
STIP Sub: Hire a STIP sub to provide release time for teachers to conduct peer observations and provide intensive academic support for students	Low-Performing Students	General Purpose Discretionary	\$5,440.00	1105		Rigorous Academics	A3.2 Reading Intervention
Collaboration Time Stipends: Provide extended collaboration time for teachers to integrate digital media into their core content instructional design; collaborate with KDOL; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	Low-Income Students	LCFF Supplemental	\$5,000.00	1120		Rigorous Academics	A1.1 Pathway Programs
Collaboration Time Stipend Benefits: Provide extended collaboration time for teachers to integrate digital media into their core content instructional design; collaborate with KDOL; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	Low-Performing Students	LCFF Supplemental	\$1,370.63	3000		Rigorous Academics	A1.1 Pathway Programs
Supplies	Low-Income Students	LCFF Supplemental	\$422.74	4310		Building the Conditions	A1.1 Pathway Programs
Copier Maintenance	All Students	LCFF Supplemental	\$6,000.00	5610		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	3	3	3	75% of all students enrolled will have a digital portfolio prior to their re-admission hearing.
Pathway Outcomes	3	3	3	All students at a minimum will have utilized a personalized plan that will lead to a digital path.
Pathway Evaluation	2	3	3-	Student and staff surveys will be utilized on a quarterly basis to evaluate the program.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Utilize the partnership with KDOL to enhance internships.	Partially Implemented	No Impact/Not Effective	N/A

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	CDS students will identify more than one Digital Media Career.	All Students	N/A	All Students	All students	Continue to engage CDS students in the Digital Technology and Arts Pathway.
Career Exploration	CDS students will identify one Digital Media Career.	All Students	N/A	All Students	All Students	Establish work based learning opportunities (e.g. career exploration visits, job shadowing, career guest speakers, and internships).
Career Preparation	CDS Students will attend at least one Digital Media career fair.		N/A	All students	All Students	Establish work based learning opportunities (e.g. career exploration visits, job shadowing, career guest speakers, and internships).

THEORY OF ACTION

Theory of Action	students that gain an interest in Digital Media as a career will be motivated to come to school on a regular basis. This will lead to a higher percentage of students meeting their rehabilitation goals.			
How are you supporting English Language Learners?	ELL students will be engaged through their core teacher to explore career choices.			
How are you building conditions for students and adult learning?	All students are enrolled and are able to meet one on one with a instructor for a personalized approach.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
				Will meet and track students career choices vs. attendance.

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Digital Media Class: Provide a Digital Media Class teacher for students and technical assistance provider for staff to share best practices in media filming and photography techniques through a partnership with KDOL.	Low-Income Students	Measure N	\$12,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Pathway Lead: Assign a dedicated person to coordinate and lead the implementation of our pathway's key design features. (Digital Pathway Lead Stipend)	Low-Performing Students	Measure N	\$5,000.00	1120		Career Technical Education	A1.1 Pathway Programs
Extended Collaboration Time: Teachers will have extended collaboration time to create one integrated Digital Media unit in their Core Content classes	All Students	Measure N	\$3,800.00	1120		Work-Based Learning	A1.1 Pathway Programs
Benefits for Teacher Stipends	Low-Performing Students	Measure N	\$2,097.66	3000		Work-Based Learning	A1.1 Pathway Programs
Digital Media Equipment: Purchase Digital Equipment for Digital Media Class and CDS Digital Pathway.	All Students	Measure N	\$4,853.34	4310		Work-Based Learning	A1.1 Pathway Programs
Digital Media Software: Purchase Computer Software which enables students to edit their digital stories and interviews.	All Students	Measure N	\$2,000.00	5846		Work-Based Learning	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2+	3	3	All re-admission eligible students will be re-admitted.
College & Career Plan	3	2	2	Not all students have created a college and career plan.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
One on one pullout has been very successful with many of the students identified needing support.	Fully Implemented	Highly Effective	Students that have received support have shown a re-commitment to school and successful re-admissions.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Increase student internships by 10%	All Students	N/A	All Students	All Students	Establish work based learning opportunities (e.g. career exploration visits, job shadowing, career guest speakers, and internships).
College Access	Increase amount of students earning A-G credits	All Students				
Differentiated Interventions	Increase one on one and small group instruction.	All students	N/A	All Students	All Students	Continue to engage CDS students in the Digital Technology and Arts Pathway.

THEORY OF ACTION

Theory of Action	CDS students that require additional interventions of support will receive more on-site interventions. This will lead to a higher success rate for re-admission.			
How are you supporting English Language Learners?	English Language Learners are utilizing one on one and small group support. Teachers are identifying common strategies to utilize with ELL's.			
How are you building conditions for students and adult learning?	CDS is using student surveys to ensure students have a voice in the quality and type of instruction.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	All	All	All	Meet monthly

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Extended Time: Provide extended collaboration time for the Case Manager and administrative staff to provide additional student and family engagement/intervention support as a means for increasing readmission rates as they are some of the key staff members responsible for overseeing readmission supports; specifically to support our African American, Latino, Homeless and Foster Youth	African American Males	LCFF Supplemental	\$500.00	2220		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Extended Time: Provide extended collaboration time for the Case Manager and administrative staff to provide additional student and family engagement/intervention support as a means for increasing readmission rates as they are some of the key staff members responsible for overseeing readmission supports	Foster Youth	LCFF Supplemental	\$1,000.00	2420		Comprehensive Student Supports	A6.1 Parent/Guardian Leadership Development

Meeting Refreshments: Provide refreshments as part of the phase program as part of a student intervention support system	Low-Income Students	LCFF Supplemental	\$6,000.00	4311		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

School: Community Day School

School ID: 333

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$5,440.00	\$5,440.00	\$0.00
LCFF Supplemental	\$26,664.00	\$26,664.01	-\$0.01
LCFF Concentration	\$0.00	\$0.00	\$0.00
Title I: Basic	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$0.00	\$0.00	\$0.00
Measure N	\$25,288.00	\$29,751.00	-\$4,463.00
TOTAL	\$57,392.00	\$61,855.01	-\$4,463.01

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway (if relevant)	Budget Action Number
Collaboration Time Stipends: Provide collaboration time for teachers to identify and integrate reading/ELL/GATE strategies into their core content instructional design; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	English Learners	LCFF Supplemental	\$5,000.00	1120		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Collaboration Time Stipend Benefits: Provide collaboration time for teachers to identify and integrate reading/ELL strategies into their core content instructional design; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	Low-Performing Students	LCFF Supplemental	\$1,370.64	3000		Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners		
ELL and Newcomer Literacy Support: Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	English Learners	Other	\$0.00			Rigorous Academics	A4.1 English Learner Reclassification		
STIP Sub: Hire a STIP sub to provide release time for teachers to conduct peer observations and provide intensive academic support for students	Low-Performing Students	General Purpose Discretionary	\$5,440.00	1105		Rigorous Academics	A3.2 Reading Intervention		
Collaboration Time Stipends: Provide extended collaboration time for teachers to integrate digital media into their core content instructional design; collaborate with KDOL; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	Low-Income Students	LCFF Supplemental	\$5,000.00	1120		Rigorous Academics	A1.1 Pathway Programs		
Collaboration Time Stipend Benefits: Provide extended collaboration time for teachers to integrate digital media into their core content instructional design; collaborate with KDOL; observe and analyze implementation of instruction; revision of instruction based off of observation and impact	Low-Performing Students	LCFF Supplemental	\$1,370.63	3000		Rigorous Academics	A1.1 Pathway Programs		

Supplies	Low-Income Students	LCFF Supplemental	\$422.74	4310		Building the Conditions	A1.1 Pathway Programs		
Copier Maintenance	All Students	LCFF Supplemental	\$6,000.00	5610		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Digital Media Class: Provide a Digital Media Class teacher for students and technical assistance provider for staff to share best practices in media filming and photography techniques through a partnership with KDOL.	Low-Income Students	Measure N	\$12,000.00	5825		Work-Based Learning	A1.1 Pathway Programs		
Pathway Lead: Assign a dedicated person to coordinate and lead the implementation of our pathway's key design features. (Digital Pathway Lead Stipend)	Low-Performing Students	Measure N	\$5,000.00	1120		Career Technical Education	A1.1 Pathway Programs		
Extended Collaboration Time: Teachers will have extended collaboration time to create one integrated Digital Media unit in their Core Content classes	All Students	Measure N	\$3,800.00	1120		Work-Based Learning	A1.1 Pathway Programs		
Benefits for Teacher Stipends	Low-Performing Students	Measure N	\$2,097.66	3000		Work-Based Learning	A1.1 Pathway Programs		
Digital Media Equipment: Purchase Digital Equipment for Digital Media Class and CDS Digital Pathway.	All Students	Measure N	\$4,853.34	4310		Work-Based Learning	A1.1 Pathway Programs		
Digital Media Software: Purchase Computer Software which enables students to edit their digital stories and interviews.	All Students	Measure N	\$2,000.00	5846		Work-Based Learning	A1.1 Pathway Programs		
Extended Time: Provide extended collaboration time for the Case Manager and administrative staff to provide additional student and family engagement/intervention support as a means for increasing readmission rates as they are some of the key staff members responsible for overseeing readmission supports; specifically to support our African American, Latino, Homeless and Foster Youth	African American Males	LCFF Supplemental	\$500.00	2220		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Extended Time: Provide extended collaboration time for the Case Manager and administrative staff to provide additional student and family engagement/intervention support as a means for increasing readmission rates as they are some of the key staff members responsible for overseeing readmission supports	Foster Youth	LCFF Supplemental	\$1,000.00	2420		Comprehensive Student Supports	A6.1 Parent/Guardian Leadership Development		
Meeting Refreshments: Provide refreshments as part of the phase program as part of a student intervention support system	Low-Income Students	LCFF Supplemental	\$6,000.00	4311		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description

School WASC Goals					
<i>Length of WASC Accreditation:</i>		<i>Last WASC Self-Study:</i>		<i>Next Full Self-Study:</i>	
SCHOOL WASC GOALS				LCAP Goal Category	
Continue to engage CDS students in the Digital Technology and Arts Pathway.				Goal 5: Students are engaged in school everyday	
Create a personal learning plan to support student goals and progress.				Goal 5: Students are engaged in school everyday	
Establish work based learning opportunities (e.g. career exploration visits, job shadowing)				Goal 1: Graduates are college and career ready	