



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

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

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

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

The District Governing Board approved this revision of the SPSA on:

6/29/2016

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

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Community Day School

Site Number: 333

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____

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

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

Signatures:

Print name of School Principal

Signature

Date

Print name of SSC Chairperson

Signature

Date

Print name of Network Superintendent

Signature

Date

Ruth Alahydoian, Chief Financial Officer

Signature

Date

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

School Site: Community Day School

Site Number: 333

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSC. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

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

TO BE COMPLETED:

[illegible]

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

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

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

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

ABOUT THIS SCHOOL

School Description

Students enroll in Community Day School after being expelled from one of the other high schools in the city of Oakland or in the surrounding Bay Area. They are required to attend this school for a semester or year depending on the infraction and the terms of their expulsion. Occasionally students stay longer, either because they are unable to meet the terms of their expulsion or because they want to remain at Community Day School. Community Day School is unique for several reasons. We are a small community with an adult ratio of 1 to 5. A huge part of our success comes from letting our students know that we will not give up on them, which is a fundamental stance that adults on our campus must hold. We use a Restorative Justice approach in which we teach students how to recognize and manage their emotions, work with others productively and communicate effectively. Students then internalize that it is possible to turn their lives around with being forgiven for their mistakes and recognize their improvements and strengths.

School Mission and Vision

Mission: Oakland Unified School District's Community Day School is an alternative program dedicated to using a therapeutic and Restorative Justice approach to give students a second opportunity to succeed in school. Our goal is to empower and build upon students' strengths by supporting them academically, socially, and emotionally, through individual and small group instruction, counseling, and career exploration.

Vision: Every Community Day Student will have a renewed educational experience that will broaden their worldview by incorporating self-awareness and positive life experiences. This will prepare students in school, which will manifest in their future endeavors.

School Demographics

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

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
An Individualized Pathway or Internship is the best fit for our population. This is due to the transient nature of students being admitted to the school and be readmitted back into the district. The hope is that students will continue on their paths as they leave the school. The majority of the students do find success either graduating or continuing their education at district schools or charters.	Students come us different level academic grade disparities. This is due to several reasons: Being out of school for their expulsion, personal struggles that are impacting their lives and the need for SEL support, academic deficiencies due to literacy and students with IEP' lacking adequate support on site.	There are several reasons that affects graduate outcomes: Attendance, Behavioral and SEL support,

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
At least 50% of our students are testing at or above grade level on the SRI.	Almost all the students who come to Community Day School are credit deficient. Some are far below, below and one grade level on the SRI and Achieve 3000 which are indicators we use to assess students literacy.	90% of the students who come to community day school need a smaller classroom environment. They are initially overwhelmed at the larger HS's due to the lack individualized support. The other 10% Out of that 90%, 70% of the students are 9th and 10th graders.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
community day school is one safest school campuses in the district. Due to the nature of students we receive, we take extra precautions ensuring students understand the school expectations. Restorative Justice and SEL are also key tenets of our school. The small school environment, physical nature of the school, and the small adult to student ratio provides key component of the success of the school	All of the students who come to community day are expelled due to the numerous ed code violations committed in OUSD, Charter and other district schools. Students come to Community Day School with multiple behavioral issues. This is a challenge that often affects the learning and growth of students.	All of our students have a had some type of struggle in school rather it be academic, or social. On one side, there are students that are academically on grade level and in a position to attend university. But they make mistakes in part due to being a product of their environment. This is 10% to 30% percent of the student population. Then you have another 30% expelled due to violence. This is due to the environment students are coming from. The other 40% are do to The other T on grade level an violence and socioeconomic in the city of Oakland has a direct impact on our students in Oakland schools. SEL

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
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There is a high expectation of student academic outcomes here. Students have the opportunity of getting back on grade level due to the one to one support, SEL support, and the focus on providing curriculum that is tailored to individualized learning.	We have students that are different academic grade levels: AP, college Prep, EL, IEP, under performing and at grade level	We have students that are different academic grade levels: AP, college Prep, EL, IEP, under performing and at grade levels. In addition, when students are expelled, many students get off track due to the lack of communication with the school that is expelling them. Passing exiting grades are not often given to students. Students also go through a period where they are out of school which affects their academic progress. Furthermore, there are students who come to Community Day School who have not been assessed. Often CDS is a place where we are working to get students all the services we need but with out having the services to provide them. Stability of teachers also plays a role in providing students
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SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Please forward your WASC report to Joanna.Vazquez@ousd.org and she will populate this section. (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	N/A		
Post-Secondary Readiness:			
Climate and Culture:			
Rigorous Academics:			

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:						

Post-Secondary Readiness:						
Climate and Culture:						
Rigorous Academics:						

School Theory of Action

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:			Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate Improvement Strategy:	Continue to build on SEL/ Restorative Justice		Personalized Student Support	School Leadership & School Vision
Pathway Development/ Implementation Strategy:			School Leadership & School Vision	Work-Based Learning
New or Emerging Design Feature #1:				
New or Emerging Design Feature #2:				
New or Emerging Design Feature #3:				
Established Signature Element #1:				
Established Signature Element #2:				

Established Signature Element #3:				
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