OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
, Interim Chief Financial Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Community Day School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- ➢ Title I Schoolwide Plan
- ➢ Measure N

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Community Day School.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School:	**Community Day School**
CDS Code:	1612590106542
Principal:	Gary Middleton
Date of this revision:	6/6/2017

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

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

[X]	Title I Schoolwide Program	[X]	Local Control Funding Formula (LCFF) Base Grant		
[ ]	Title I Targeted Assistance Program	[X]	LCFF Supplemental Grant	[ ]	21st Century
[ ]	After School Education & Safety Program (ASES)	[ ]	LCFF Concentration Grant	[ ]	School Improvement Grant (SIG)

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: _MAY 24, 2017_

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

   [✓] Flyers in students' home languages   [ ] Announcement at a public meeting   [ ] Other (notices, media announcements, etc.)

Signatures:

Gary Middleton	_signature_	_5/30/17_
School Principal	Signature	Date
Gary Middleton	_signature_	_5/30/17_
Print name of SSC Chairperson	Signature	Date
Preston Thomas	_signature_	_5/30/17_
Network Superintendent	Signature	Date
Marcus Silvi	_signature_	_6/6/17_
Coordinator, Office of Accountability Partners	Signature	Date

2017-18 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Discretionary #0000**	$66,566.15	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$61,119.00	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$0.00	TBD
After School Education and Safety Program **… ASES #6010**	$0.00	TBD
TOTAL:	**$127,685.15**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$4,780.64	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$160.10	TBD
21st Century Community Learning Centers **… Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$4,940.74**	**$0.00**

PART 1: ABOUT THE SCHOOL

1A. 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 becasue they want to reamin 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 Restroative Justice approach in which we teach studetns how to recognize and manage theri 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.

1B. School Mission and Vision

MIssion:Oakland Unified School District's Community Day School is an alternative program dedicated to using a therapeutic and Restorative Jusctice approach to give students a secon opportunity to succeed in school. Our goal is to empower and build upon students' strengths by supporting them academically, socially, and emotinally, through individual and small group instruction, counseling , and career exploratiion.
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 thier future endeavors.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:	*Last WASC Self-Study:* 2016-17	*Next Self-Study:*

School WASC Goal:	**Associated LCAP Goal:**
1. VC recommends that the District continue to base funding on the highest month of enrollment to maintain staffing levels and the quality of the program.	5: Students are engaged in school everyday.
2. Continue to identify more solutions and strategies to allow teachers to offer credit recovery for students.	5: Students are engaged in school everyday.
3. Explore options to give students access to A-G aligned classes.	2: Students are proficient in state academic standards.
#REF!	#REF!

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	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 to us different levels academic achievement. Reasons include: 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 IEPs lacking adequate support on site.
Post-Secondary Readiness	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.
Climate and Culture	Community Day School is one of the safest schools 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. Middle school attendance is high, 90%.	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.
Rigorous Academics	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
Pathway Development	Still in the implementation stage.	Recruiting the most qualified staff to do training and identify best practices for the pathway.

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	The biggest challenge is getting our students to attend school daily and on-time.	There are several reasons that affects graduate outcomes: Attendance, Behavioral and SEL support,	Personalized Student Support

Post-Secondary Readiness	Establishing and staffing a credit recovery program while students are enrolled at our school.	90% of the students who come to community day school need a smaller classroom environment. They are initially overwhelmed at the larger HS's due to the lack individualized support. The other 10% Out of that 90%, 70% of the students are 9th and 10t graders.	Building a Rigorous Academic Core: Student Conditions
Climate and Culture	Our student's struggle re-integrating back into school due to various traumatic incidents in their lives. We build trust with them in order for them to re-trust the educational system.	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 to is due to the environment students are coming from. The other 40% are due to The other T on grade level and violence and socioeconomic in the city of Oakland has a direct impact on our students in Oakland schools.	Personalized Student Support
Rigorous Academics	Investing more time for individualized instruction will be our biggest leverage.	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 without having the services to provide them. Stability of teachers also plays a role in providing students.	Personalized Student Support
Pathway Development	Students are engaged in digital media. This years short films became a huge leverage item for students.	Students became invested after viewing the first round of short films. Focus group feedback resulted in positive feedback of student engagement of the pathway.	Equity/Access/ Achievement

2C. Current Strategy Analysis

Current 16-17 Strategies		**Fully Implemented?**	**Evidence of Effectiveness?**	**Analysis of Strategy Implementation and Effectiveness**
Schoolwide Instructional Improvement Strategy:	Implement writing across the disciplines and provide intensive and differentiated learning supports (Acheive 3000, one-on-one and small group)	Yes	Yes	We will increase supports due to students not consistently attending school on a daily basis. The case manager will work more directly with teaching staff to support families to get students to school on a regular basis. (High School)

Culture & Climate Improvement Strategy:	Build on socioemotional skills of students through small group and one-on-one interactions, case management, and Restorative Justice practices.	Yes	Yes	Through intensive case management and our weekly small groups we have seen a reduction in major incidents on campus. Students have expressed a feeling of being safe through small group feedback and one on one counseling.	
Pathway Development Strategy:	Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student.	No	Not Yet	Once a digital pathway lead is identified and hired he/she can explore more work based learning options.	
Design Feature #1 (New/Emerging):	Work-based learning opportunities (e.g. career exploration visits, shadowing, guest speakers, internships, etc.)	Yes	Not Yet	Students have attended field trips to KDOL, and other media outlets to explore career paths.	
Design Feature #2 (New/Emerging):	Digital Applications Across the Curriculum: Students will use most commonly used workplace software applications across the disciplines (e.g. Word, Excel, and PowerPoint)	Not Yet	Not Yet	Students are using current software applications. It has not been fully implemented throughout the curriculum.	
Design Feature #3 (New/Emerging):	Digital Portfolio and Storytelling: Students will build, maintain, and update an electronic, cloud-based (Google Drive) portfolio that captures, their learning, growth, and best work- that is, tells their story.	Not Yet	Not Yet	Students have filmed and stored short films this year. They have not been cloud based but saved on media drives. Not all students have a digital story due to attendance.	
Signature Element #1 (Established):	Online and differentiated reading support (i.e. Achieve 3000 , Flocabulary)	No	No	Staff will need to identify a reading support to be implemented next year.	
Signature Element #2 (Established):	Restorative Justice Practices/Gender Groups	Yes	Yes	Weekly groups and circles are conducted in order for students to express what their needs are and to express any concerns for the good of the campus.	
Signature Element #3 (Established):	One-on-one and small group learning and case management, especially identifying and implementing acceleration strategies for GATE students and supports for Foster and Homeless youth.	Yes	Yes	One on one support has been a very high leverage item for our campus this year. We have been able to meet the needs of most students through our case management and counseling.	

PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Increase number of students readmitted into the school district or graduating. Note: On-track to graduate and graduation rates data for reliable baseline not available (e.g. On Track to Graduate sample size, n = 2)	Attendance Rate	All Students	N/A	An increase of 10% of students eligible are re-admitted into OUSD	Increase re-admittance rate of eligible students to at least 60%	Investing more time for individualized instruction is our biggest leverage.

Post-Secondary Readiness	Increase the percentage of students having participated in Work Based Learning (e.g. learning commonly used digital applications, internships, job shadowing, etc.)	Pathway Participation	All Students	Not Implemented	50% of High School Students	70% of High School Students	All Students complete a personalized learning plan
Climate and Culture	Increase level of student engagement in school. Increase average high school attendance by 5%.	Culture/Climate: Student	All Students	0.55	60%	65%	Awareness of Individual Student Trackers
Rigorous Academics	Increase in percentage of students increasing grade-level student reading and writing proficiency.	SRI	All Students	20%	25%	0.3	Rigorous Academics
Pathway Development	All high school students participating in the Digital Media Pathway	Pathway Participation	All Students	Not Implemented	Not Implemented	70% of High School Students enrolled in Pathway	Pathway and Career Readiness

PART 4: STRATEGIES

Major Improvement Strategies		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Schoolwide Language & Literacy Improvement Strategy:	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	Personalized Learning Supports - Provide small group and individualized instruction to students in math strategies to bring students up to grade level.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	SEL, RJ, & Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.	Personalized Student Support	Equity/Access/ Achievement
Pathway Development/ Implementation Strategy:	WBL - Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student. Driven by the Digital Pathway Lead	Work-Based Learning	Program of Study & Master Scheduling

Measure N Design Features	**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	Equity/Access/ Achievement	Work-Based Learning
Measure N Design Feature #2:	Individualized Work Plans - Provide students with an individualized work plan to complete a digital portfolio based on their length of enrollment	Personalized Student Support	Program of Study & Master Scheduling
Measure N Design Feature #3:	Informational Interview Videos - Students produce an informational interviews of industry professionals and community members	Work-Based Learning	Equity/Access/ Achievement

Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Support Groups - Weekly groups for students that provide counseling in order for students to get their needs met.	Personalized Student Support	Equity/Access/ Achievement
Signature Element #2 (Established):	Personalized Learning Supports - Small-group and one-on-one instruction that is tailored to the individual student.	Personalized Student Support	School Leadership & School Vision
Signature Element #3 (Established):	SEL, RJ, & Family Engagement - Socio-emotional learning (SEL), Restorative Justice (RJ) and family engagement practices used throughout the school community.	Equity/Access/ Achievement	School Leadership & School Vision

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy:	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.		
Strategic Action	**Strategy This Action Supports**	**Associated LCAP Action Area** *(for funded actions)*	**Primary Target Student Group for This Action**
Teachers secure reading curriculum to improve students reading levels; strengthen CDS' core academic program; increase the quality and amount of instruction and personalized support; and assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects.	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A3.2: Reading Intervention	All Students
Teacher Stipends: Teachers have dedicated planning time to collaborate around reading curriculum and strategies to: increase quality of instruction; strengthen CDS' core academic program; increase the quality and amount of instruction and personalized support; and assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects.	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A3.4: Teacher Professional Development focused on Literacy	All Students

Schoolwide Mathematics Improvement Strategy:	Personalized Learning Supports - Provide small group and individualized instruction to students in math strategies to bring students up to grade level.		
Strategic Action	**Strategy This Action Supports**	**Associated LCAP Action Area** *(for funded actions)*	**Primary Target Student Group for This Action**
Provide small group and individualized instruction to students in math strategies to: strengthen CDS' core academic program; increase the quality and amount of instruction and personalized support; and assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects. Small and individualized instruction will focus on providing support to all students, especially: African-American and Latino students;children with disabilities; homeless and foster youth; ELL students; newcomers; and GATE students.	Personalized Learning Supports - Provide small group and individualized instruction to students in math strategies to bring students up to grade level.	A2.3: Standards-Aligned Learning Materials	All Students
Provide APEX Credit Recovery Options with teachers on extended contract to increase amount and quality of credit-recovery instruction.	Personalized Learning Supports - Provide small group and individualized instruction to students in math strategies to bring students up to grade level.	A1.3: A-G Completion	All Students

Culture & Climate/SEL Improvement Strategy:	SEL, RJ, & Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.		
Strategic Action	**Strategy This Action Supports**	**Associated LCAP Action Area** *(for funded actions)*	**Primary Target Student Group for This Action**
Build on socioemotional skills of students through small group and one-on-one interactions, case management, and Restorative Justice practices.	SEL, RJ, & Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.	A2.2: Social Emotional Learning	All Students

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Refreshments for parent engagement activities and meetings	SEL, RJ, & Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.	A6.5: Academic Parent-Teacher Communication & Workshops	All Students
Hold family engagement activities to improve student attendance.	SEL, RJ, & Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.	A5.4: Root Causes of Chronic Absence	All Students

Pathway Development/Implementation Strategy:	WBL - Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student. Driven by the Digital Pathway Lead		
Strategic Action	**Strategy This Action Supports**	**Associated LCAP Action Area (for funded actions)**	**Primary Target Student Group for This Action**
Assign a dedicated person to coordinate and lead the implementation of our pathway's key design features. (Digital Pathway Lead Stipend)	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	A1.1: Pathway Programs	All Students
Assign a dedicated person to coordinate and lead the implementation of our pathway's key design features. (Digital Pathway Lead Stipend: STRS Certificated)	WBL - Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student. Driven by the Digital Pathway Lead	A1.1: Pathway Programs	All Students

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Assign a dedicated person to coordinate and lead the implementation of our pathway's key design features. (Digital Pathway Lead Stipend: Medicare Certificated)	WBL - Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student. Driven by the Digital Pathway Lead	A1.1: Pathway Programs	All Students
Assign a dedicated person to coordinate and lead the implementation of our pathway's key design features. (Digital Pathway Lead Stipend: Workers Comp Certificated)	WBL - Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student. Driven by the Digital Pathway Lead	A1.1: Pathway Programs	All Students
Purchase Computer Software which enables students to edit their digital stories and interviews.	Informational Interview Videos - Students produce an informational interviews of industry professionals and community members	A1.1: Pathway Programs	All Students
Provide a Digital Media Class teacher for students and technical assistance provider for staff to share best practices in media filming and photography techniques.	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	A1.1: Pathway Programs	All Students
Purchase Digital Equipment for Digital Media Class and CDS Digital Pathway.	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	A1.1: Pathway Programs	All Students

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action

Reading Enrichment Materials/Text	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A2.3: Standards-Aligned Learning Materials	All Students
Materials and Supplies	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A2.3: Standards-Aligned Learning Materials	All Students
Meeting Refreshments	SEL, RJ, & Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Conference Expense	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students
Equipment	WBL - Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student. Driven by the Digital Pathway Lead	A2.3: Standards-Aligned Learning Materials	All Students
Supplies	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A2.3: Standards-Aligned Learning Materials	All Students

Equip Maintenance Agreement	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	A2.3: Standards-Aligned Learning Materials	All Students
Consultants	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students
Non-Contract Services	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	A2.3: Standards-Aligned Learning Materials	All Students
Surplus	SEL, RJ, & Family Engagement - Socio-emotional learning (SEL), Restorative Justice (RJ) and family engagement practices used throughout the school community.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	All Students
Surplus	SEL, RJ, & Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.	A6.1: Parent / Guardian Leadership Development	All Students
TGDS: Alternative Observe Stipends	Teacher Observations/Evaluations	A2.6: Teacher Evaluation	All Students
Surplus	Teacher Observations/Evaluations	A2.6: Teacher Evaluation	All Students

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
$5,000.00	General Purpose Discretionary	Teacher Stipends: Teachers have dedicated planning time to collaborate and create reading curriculum and strategies	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A3.4: Teacher Professional Development focused on Literacy	1120				333-1
$2,500.00	General Purpose Discretionary	Teachers secure reading curriculum to improve students reading levels.	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A3.2: Reading Intervention	4200				333-2
$12,066.15	General Purpose Discretionary	Materials and Supplies	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A2.3: Standards-Aligned Learning Materials	4300				333-3
$5,000.00	General Purpose Discretionary	Supplies	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A2.3: Standards-Aligned Learning Materials	4310				333-4
$5,000.00	General Purpose Discretionary	Meeting Refreshments	SEL, RJ, & Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4311				333-5
$5,000.00	General Purpose Discretionary	Equipment	WBL - Build out Work-Based Learning program that focuses on digital applications and arts and provides an individualized and tailored experience to each student. Driven by the Digital Pathway Lead	A2.3: Standards-Aligned Learning Materials	4410				333-6
$10,000.00	General Purpose Discretionary	Conference Expense	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A2.5: Teacher Professional Development for CCSS & NGSS	5220				333-7
$5,000.00	General Purpose Discretionary	Equip Maintenance Agreement	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	A2.3: Standards-Aligned Learning Materials	5610				333-8
$12,000.00	General Purpose Discretionary	Consultants	Reading Strategies - Implement various reading strategies across all disciplines. Provide one on one support to students to increase reading levels.	A2.5: Teacher Professional Development for CCSS & NGSS	5825				333-9
$5,000.00	General Purpose Discretionary	Non-Contract Services	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	A2.3: Standards-Aligned Learning Materials	5826				333-10
$61,119.00	LCFF Supplemental	School Security Officer			5704				333-11
$2,450.00	Measure G: TGDS	TGDS: Alternate Observer Stipends	Teacher Observations/Evaluations	A2.6: Teacher Evaluation	1120				333-12
$65.19	Measure G: TGDS	Surplus	Teacher Observations/Evaluations	A2.6: Teacher Evaluation	4399				333-13
$8,000.00	Measure N	Digital Pathway Lead Stipend - Identify a dedicated person to lead the implementation of our pathways signature elements.	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	A1.1: Pathway Programs	1120				333-14

$5,000.00	Measure N	Digital Equipment	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	A1.1: Pathway Programs	4410				333-15
$2,000.00	Measure N	Computer Software-Software which enables students to edit their digital stories and interviews.	Informational Interview Videos - Students produce an informational interviews of industry professionals and community members	A1.1: Pathway Programs	4420				333-16
$12,121.04	Measure N	KDOL Digital Media Class-Trainer for staff and students on best practices in media filming and photography techniques.	Portfolio Presentations - Students complete a digital portfolio project and presents their work to students, staff, family, and community.	A1.1: Pathway Programs	5825				333-17
$4,250.00	Supplemental Program Investment	Teacher Extended Contract: APEX Credit Recovery	Personalized Learning Supports - Provide small group and individualized instruction to students in math strategies to bring students up to grade level.	A1.3: A-G Completion	4310				333-18
$4,780.64	Title I Basic	Surplus to be used to hold family engagement activities to improve student attendance.	SEL, RJ, & Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.	A5.4: Root Causes of Chronic Absence	4399				333-19
$160.10	Title I Parent Participation	Surplus to be used for refreshments for parent engagement activities and meetings	SEL, RJ, & Family Engagement - Build on socioemotional skills of students through small group and one-on-one interactions, case management, restorative justice, and family engagement activities.	A6.5: Academic Parent-Teacher Communication & Workshops	4399				333-20

Community Day School   **Secondary School Compact**

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

Student Pledge:

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

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

_____

Student signature

Parent/Guardian or Family Member Pledge:

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

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

_____

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

_____

Teacher signature

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

Signed on this _____ day of _____, 20_____.

Title I School Parental Involvement Policy 2016-17
(Blue fonts indicate an area that needs to be completed)

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

Involvement of Parents in the Title I Program

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

(Name of school)

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

Announcements and on SSC agenda

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

Parents are given notice of all SSC meetings involving Title 1 at least 7 days in advance. Parents have the option of meeting in person or by telephone conference.

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

SSC Meetings and Community Meetings.

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

Meeting minutes are available for parents to view within 24 hours after the meeting.

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

SSC Reviews data

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

Posted meeting announcements.

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor
  and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including
     alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress
     (In the box below, briefly describe or bullet how this happens at your school.)

Parent/Teacher meetings are offered.

  ➤ Provides materials and training to help Title I Program Parents work with their children
    to improve their children's academic achievement.
    (In the box below, briefly describe or bullet how this happens at your school.)

Teachers meet iwth students during Advisory period.

  ➤ Educates staff, with the assistance of Title I parents, on the value of parent contributions
    and how to work with parents as equal partners.
    (In the box below, briefly describe or bullet how this happens at your school.)

Staff meetings.

> Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
> **(In the box below, briefly describe or bullet how this happens at your schools.)**

Community Events.

> Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
> **(In the box below, briefly describe or bullet how this happens at your school.)**

We translate meeting agendas and meeting minutes when necessary.

> Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
> **(In the box below, briefly describe or bullet how this happens at your school.)**

Staff coordinate best times to meet with parents when requested.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
  (In the box below, briefly describe or bullet how this happens at your school.)

All documents are translated into home language when necessary.

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

Adoption

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

This policy was adopted by the (Name of School) Community Day School   School Site Council on (Date) 11/17/16
and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of
participating Title 1, Part A, children. It will be made available to the local community.
The (Name of school) Community Day School   's notification to parents of this policy will be in an understandable
uniform format and, to the extent practicable, provided in a language the parents can understand.

(signature)
(Principal's Signature)

11/17/16
(Date)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Council Membership Roster – High School

School Name: ___Community Day School___   **School Year:** ___2016-2017___

Chairperson :Gary Middleton	Vice Chairperson:
Secretary: Vernon Keeve	LCAP Parent Advisory Nominee: Tanesia Sellman
LCAP EL Parent Advisory Nominee: Tanesia Sellman	LCAP Student Nominee: Ruben Sellman

Place "X" in Appropriate Members Column

Member's Name	Members' Phone and Email (if not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Gary Middleton		X				
Sandra Backer				X		
Robert White			X			
Vernon Keeve			X			
Michael Gebrelassie			X			
Jessie McGaffie			X			
Joline Castaneda					X	
Tanesia Sellman					X	
Linda Beavers					X	
Ruben Sellman						X
Greg Novelo						X
Edward Mc Clure						X

Meeting Schedule (day/month/time)	3rd Thursday of each month 3:30 - 4:30 pm

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff
AND
3-Parent

Revised 8/22/2016