2020-2021 MEASURE N BUDGET

School: **COMMUNITY DAY SCHOOL**

Resource	Allocation	Total Expended	Total Remaining
Measure N	$24,740.10	$24,740.10	$0.00

Site #: **333**

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
333-1	Consultant Contract with KDOL for the 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.	$18,000.00	5825	Consultants			
333-2	Audio Visual Equipment: Audio Visual Equipment for Digital Media Class and CDS Digital Pathway.	$1,500.00	4474	Audio Visual Equip < $5,000			
333-3	Teacher Salary Stipends: Extended Contract for a Pathway Team. Assign a Pathway Team to coordinate and lead the implementation of our pathway's key design features, such as readmission interviews, collaborative projects, and work-based learning opportunities. (Digital Pathway Stipend)	$5,240.10	1120	Certificated Teachers' Salaries: Stipends			

| 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 becasue 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 Jucstice 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.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	58.8%	41.2%	88.2%		20.6%	11.8%			

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	52.9%	0.0%	5.9%	38.2%	0.0%	0.0%	2.9%	0.0%	

Target Student Population	Which student population will you focus on in order to reduce disparities?	African-American and Hispanic/Latino

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	Not Applicable	Not Applicable					
Four-Year Cohort Dropout Rate	Not Applicable	Not Applicable					
A-G Completion	Not Applicable	Not Applicable					
On Track to Graduate- 9th Grade	Not Applicable	Not Applicable					
Percentage of students who participated in at least 1 Work-Based Learning activity	2.9%	3.0%	50.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable				

Percentage of students in Linked Learning pathways	0.0%	0.0%	75.0%				
Target Student Population Indicator (African-American)	*18-19 Baseline Data*	*19-20 Data*	*20-21 Goal*	*20-21 Data*	*21-22 Goal*	*21-22 Data*	*22-23 Goal* (3-Year Goal)
Four-Year Cohort Graduation Rate	Not Applicable	Not Applicable	Not Applicable				
Four-Year Cohort Dropout Rate	Not Applicable	Not Applicable	Not Applicable				
A-G Completion	Not Applicable	Not Applicable	Not Applicable				
On Track to Graduate - 9th Grade	Not Applicable	Not Applicable	Not Applicable				
Percentage of students who participated in at least 1 Work-Based Learning activity	5.6%	0.0%	50.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable				
Percentage of students in Linked Learning pathways	0.0%	0.0%	75.0%				

ROOT CAUSE ANALYSIS

Indicator	*Strengths*	*Highest Leverage Challenge* What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?	*Root Cause Analysis* What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?
Four-Year Cohort Graduation Rate	Not Applicable	Not Applicable	Not Applicable
Four-Year Cohort Dropout Rate	Not Applicable	Not Applicable	Not Applicable
A-G Completion	Not Applicable	Not Applicable	Not Applicable
On Track to Graduate - 9th Grade	Not Applicable	Not Applicable	Not Applicable
Percentage of students who participated in at least 1 Work-Based Learning activity	80%	Chronic absenteeism: the execution of larger digital projects is a lengthy step-by-step process and students often fall behind because of truancy. Student then choose not to complete assignments out of fear and lack of skill.	Students often feel overwhelmed when they discover how far behind they are in the execution of a project, and instead of progressing they give up and accept failure.
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable

	100%	Project completion: Students often leave projects unfinished, because of their absenteeism.	Students need to be present, or require shortcuts for getting caught up quickly. This will assist them in not feeling overwhelmed when they fall behind. We can establish a resource document that assist students in getting caught up quickly.
Percentage of students in Linked Learning pathways			

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Highly personalized learning settings with wrap-around	Chronic absenteeism and creating easy access points for truant	Focus on student engagement and parent/guardian communications
CTE (pages 3,4,5 of rubric)	CDS Re-adminssion Video and collaborative projects with general	Expand collaborative projects with general ed. teachers.	Establish meeting time for general ed and KDOL teachers.
WBL (page 6 of rubric)	KDOL Partnership	Establish more opportunities for student to showcase their work.	Collaborate with community partners and have more opportunities for students to showcase work during
Comprehensive Student Supports (page 7 of rubric)	Availability of wrap-around supports (i.e. Seneca)	Establish easy access points for students to get caught up when	Establish more time for general ed teachers to meet with KDOL instructors.
Pathway Student Outcomes (page 2 of rubric)	Completed projects	Increase students engagement in the full execution of projects.	Establishing more opportunities for students to work with KDOL instructors one on one.

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What evidence will you look for to know you are successful?**
Increase the number of students that are meaningfully engaged in the pathway	80% of students exhibit proficiency with Digital Media and successfully complete re-admission videos and other projects introduced by this pathway.
Increase increase cross-content collaboration.	Completion of 2 content collaborative video projects each semester.

Strategic Actions

Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	**What evidence will you look for to know you are successful?**
Create a list of Digital Media skills for students to develop, and create easy access points for students who are truant to get caught up and be successful in completing projects.	Schoolwide learning outcomes focused on CTE and increase content collaboration with the digital media pathway.
Develop a CDS re-admission video showcase, and more opportunites for students to showcase personal projects.	Students who are eligible for re-admisson at the end of each semester will showcase their re-admission video to the whole school.

Increase outreach efforts to chronically absent students.	Increase attendance rates by offering incentives for completing projects, and offering more opportunities to showcase and celebrate completed projects.					
Budget Expenditures						
2020-2021 Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME (if applicable)**
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Measure N 2020-2021 Education Improvement Plan Assessment

Community Day School

Checklist of Required Elements:

☑ Submitted Measure N Education Improvement Plan   ☑ Silver Certification Status

☑ Submitted Measure N Budget

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway? *(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)*				
Category	**Full Implementation** **4**	**Developing** **3**	**Planning** **2**	**No Implementation** **1**
Evidence of Comprehensive Pathway Program (Measure N Self Assessment**)** ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 4** **Rationale:** ● CDS provides evidence of continuous work done in the four common areas of linked learning ● Goals and actions in each area detailed and actionable			
	Feedback for continued progress monitoring: - CDS needs to continue to expand on the plan they have set out. It is very specific			

Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	**Excelling** **4**	**Meeting** **3**	**Approaching** **2**	**Beginning** **1**
Root Cause Analysis *The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action*	**Score: 3** **Rationale:**			

• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators. • Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined. • Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined	• School site time has a clear understanding of Root causes • Schools community understands the importance of project and how students are falling behind in it. **Feedback for continued progress monitoring:** School needs to add goals and supports of how they are going to address root cause of truancy.
Pathway Quality Assessment *The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars* • Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars • Next steps that have been identified support the continuous quality improvement of the pathway(s) • Self-assessment provides evidence such as concrete examples or references data • Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 3** **Rationale:** • Provides evidence of areas of growth and action steps for growth. • Reflective of finding more ways to be further inclusive of gen. Ed teachers. **Feedback for continued progress monitoring:** Work with pathway team and support staff to address whole school inclusion and truancy.
Strategic Goals • Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year • Alignment between schoolwide goals and Measure N priorities is evident • For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other • The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme • The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation • The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N	**Score: 3** **Rationale:** • The goals the school team has set are directly connected to the root cause analysis. • Goals are actionable and very clear. **Feedback for continued progress monitoring:** Team needs to aggressively work towards these goals. Build timeline and frequent check points of progress.
Strategic Actions Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.	**Score: 3** **Rationale:** • Strategies meet goals, which meet the needs from the root cause analysis. • School provides coherent action plan **Feedback for continued progress monitoring:**

Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other	School has clear action plans. Timing and timelines need to be added to goals. What are the check points? How will they know they are working towards the goals?

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
Budget *The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.* • Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan • Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N • Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available • Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school • Expenditures are necessary due to the existence of Linked Learning pathways at the school site	**Score: 3** **Rationale:** • School team has created budget which aligns with strategic goals. • Expenditures have proper and connected with goals and clearly assigned			

Final Recommendation
Approved - Developing and Implementing *School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum* *School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan*

Strengths:

School has created a very clear and indepth root cause analysis which is holistically reflected in the document. School is clear about its next steps and goals and what they need in order to see success.

Key Questions:
- How will school team measure success?
- How will actions steps and goals be tracked?

Budget Feedback:
- The budget is specific and aligned with each of the goals and needs from the assessment.

Next Steps:

What	Suggested Lead	Deliverable	Date
Create a timeline for each goal and checkpoints for each action.	School site team		