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

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Community Day School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Community Day School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Community Day School
CDS Code: 1612590106542
Principal: Gary Middleton
Date of this revision: 4/6/2020

The School 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
Address: 4917 Mountain Blvd.
Oakland, CA 94619

Position: Principal
Telephone: 510-531-6800
Email: gary.middleton@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/6/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Community Day School

Site Number: 333

<input checked="" type="checkbox"/> Title I Schoolwide Program	<input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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: 4/6/20

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

<input type="checkbox"/> Flyers in students' home languages	<input checked="" type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Gary Middleton (Position Vacant)

Gary Middleton

6/12/2020

Principal

Signature

Date

Michael Gebreslassie

SSC Chairperson

Signature

Date

Lucia Moritz

Lucia Moritz

7/16/2020

Network Superintendent

Signature

Date

Lisa Spielman

Lisa Spielman

7/1/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

Kyla Johnson Trammell

2020-21 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 2020-21 SPSSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$7,600.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$62,840.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$7,440.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$3,300.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$160.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$27,200.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$24,740.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$7,600.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$55,240.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$62,840.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Digital Media classes and on-site wrap-around supports.	Partnership with KDOL for Digital Media classes and deep on-site partnership with Seneca for wrap-around supports and counseling services.
<i>Focal Student Supports</i>	Digital Media classes and on-site wrap-around supports.	Partnership with KDOL for Digital Media classes and deep on-site partnership with Seneca for wrap-around supports and counseling services. Highly personalized learning environment; low student to teacher and student to counselor ratios.

<i>Student/Family Supports</i>	Wrap around supports and Phase System.	Deep on-site partnership with Seneca for wrap-around supports and counseling services. Highly personalized learning environment; low student to teacher and student to counselor ratios.
<i>Staff Supports</i>	Small, highly personalized environment for staff.	Small scale of school and socio-emotional strengths of staff members; office staff, teaching staff, and case managers.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Chronic absences.	Competing life demands and transportation.
<i>Focal Student Supports</i>	Chronic absences.	Competing life demands and transportation.
<i>Student/Family Supports</i>	Chronic absences.	Competing life demands and transportation.
<i>Staff Supports</i>	Discipline-specific collaboration difficult.	Small staff.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:		Increase reading and writing proficiency.			
Instructional Focus Goal: All students graduate college-, career-, and community-ready.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	n/a	n/a	n/a
On Track to Graduate: 9th Grade	All Students	TBD	n/a	n/a	n/a
On Track to Graduate: 11th Grade	All Students	TBD	n/a	n/a	n/a
A-G Completion	All Students	TBD	n/a	n/a	n/a
College/Career Readiness	All Students	TBD	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target

SBAC ELA	All Grade 11 Students	+15 points DF3	-182.6	n/a	-152.6
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	20.0%	n/a	30.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Grade 11 Students	+15 points DF3	-201.1	n/a	-186.1
CAST (Science)	All Grade 11 Students	TBD	0.0%	n/a	TBD

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:		Increase reading and writing proficiency.			
Instructional Focus Goal:		All students continuously grow towards meeting or exceeding standards in Language Arts.			
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-231.5	n/a	-191.5
SBAC ELA	Low Income Students	+20 points DF3	-173.6	n/a	-133.6
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	40.0%	n/a	30.0%
Instructional Focus Goal:		All students continuously grow towards meeting or exceeding standards in Math and Science.			
SBAC Math	Students with Disabilities	+20 points DF3	-229.0	n/a	-189.0
SBAC Math	Low Income Students	+20 points DF3	-198.4	n/a	-158.4
Instructional Focus Goal:		English Learner students continuously develop their language, reaching English fluency in six years or less.			
ELL Reclassification	English Learners	Reclassify 16%	25.0%	n/a	TBD



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

Community Day School

2019-20

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

CDS students will

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

These will be conducted at Back to School night during the first semester and Family Engagement Celebration during the second semester.

- 2) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Staff will make weekly calls to families and report out on student's status.

- 3) Provide parents reasonable access to staff.**

Staff will hold office hours and be available by phone and email during school hours.



- 4) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

CDS has an open-door policy that is articulated during orientation. Parents are welcome anytime during the school day.

- 5) **Provide parents with materials and training to help them improve the academic achievement of their children.**

Student improvement packets will be sent home upon request.

- 6) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Staff will be responsible for attending trainings on "Buy Back Days" to fulfill this requirement.

- 7) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

CDS currently has the ability to translate in Spanish other languages by Central Office support.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Limit Television watching and promote reading at home.

This Compact was adopted by Community Day School on February 5, 2020, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before February 19, 2020

Signature of Principal

Date

2/5/20



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Community Day School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Family engagement meetings during Back to school night first and Second semesters.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Monthly family celebrations and academic awards.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- "Back to School Night"

The school communicates to families about the school's Title I, Part A programs by:

- "Annual Meeting and subsequent monthly meetings"

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- “Monthly Meetings”

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Email and Mail in Spanish and other languages as dictated by Students home language.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Recruitment during weekly case manager calls.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Teacher driven assignments.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Inviting families into the classroom at Back to School Night.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- CDS holds meeting during and after the school day.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Monthly meetings and notices mailed home.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Student driven advocacy to all families being welcome.

The school provides support for parent and family engagement activities requested by parents by:

- Establishing monthly celebrations to allow for two way feedback in away that breaks down barriers by sharing a meal together.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Partnering with Seneca to provide whole family support.

Adoption

This policy was adopted by the Community Day School School Site Council on February 5, 2020 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal

Gary Middleton

Signature of Principal

A handwritten signature in black ink, appearing to read 'Gary Middleton', written over a horizontal line.

Date

2/5/20



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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Community Day School

2019-20

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This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

CDS students will

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

These will be conducted at Back to School night during the first semester and Family Engagement Celebration during the second semester.

- 2) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Staff will make weekly calls to families and report out on student's status.

- 3) Provide parents reasonable access to staff.**

Staff will hold office hours and be available by phone and email during school hours.



- 4) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

CDS has an open-door policy that is articulated during orientation. Parents are welcome anytime during the school day.

- 5) **Provide parents with materials and training to help them improve the academic achievement of their children.**

Student improvement packets will be sent home upon request.

- 6) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Staff will be responsible for attending trainings on "Buy Back Days" to fulfill this requirement.

- 7) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

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Signature of Principal

Date

2/5/20

**2019-20****School Site Council Membership Roster – Secondary**School Name: **Community Day School**

Chairperson : Michael Assefaw

Vice Chairperson: Robert White Jr.

Secretary: Vernon Keeve

Place "X" in Appropriate Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Gary Middleton (Executive Director of Alt. Ed)	x				
Michael Assefaw		x			
Vernon Keeve		x			
Robert White Jr.			x		
Joline Castaneda				x	
Lawrencetta Blount				x	
Maivonn Redd					x

Meeting Schedule
(day/month/time)**3rd Tuesday of each month, 3:00PM****SSC Legal Requirements (EC Sections 65000-65001):**

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. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. **High School SSCs MUST have student members; and**
5. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community
Members (*middle schools only*)
OR
5 Parents/Community
Members/Students
(*middle or high schools*)



**OAKLAND UNIFIED
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2019-20

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School Responsibilities

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Signature of Principal

Date

2/5/20



**OAKLAND UNIFIED
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Community Schools, Thriving Students

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agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

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The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Family engagement meetings during Back to school night first and Second semesters.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Monthly family celebrations and academic awards.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- "Back to School Night"

The school communicates to families about the school's Title I, Part A programs by:

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The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

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The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

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OUSD Family Engagement Standard 3: Parent Volunteering Program

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- Recruitment during weekly case manager calls.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Teacher driven assignments.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- CDS holds meeting during and after the school day.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Monthly meetings and notices mailed home.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Student driven advocacy to all families being welcome.

The school provides support for parent and family engagement activities requested by parents by:

- Establishing monthly celebrations to allow for two way feedback in away that breaks down barriers by sharing a meal together.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Partnering with Seneca to provide whole family support.

Adoption

This policy was adopted by the Community Day School School Site Council on February 5, 2020 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal

Gary Middleton

Signature of Principal

A handwritten signature in black ink, appearing to read 'Gary Middleton', written over a horizontal line.

Date

2/5/20



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

Community Day School

2019-20

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

CDS students will

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

These will be conducted at Back to School night during the first semester and Family Engagement Celebration during the second semester.

- 2) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Staff will make weekly calls to families and report out on student's status.

- 3) Provide parents reasonable access to staff.**

Staff will hold office hours and be available by phone and email during school hours.



- 4) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

CDS has an open-door policy that is articulated during orientation. Parents are welcome anytime during the school day.

- 5) **Provide parents with materials and training to help them improve the academic achievement of their children.**

Student improvement packets will be sent home upon request.

- 6) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Staff will be responsible for attending trainings on "Buy Back Days" to fulfill this requirement.

- 7) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

CDS currently has the ability to translate in Spanish other languages by Central Office support.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Limit Television watching and promote reading at home.

This Compact was adopted by Community Day School on February 5, 2020, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before February 19, 2020

Signature of Principal

Date

2/5/20



2019-20

School Site Council Membership Roster – Secondary

School Name: **Community Day School**

Chairperson : Michael Assefaw

Vice Chairperson: Robert White Jr.

Secretary: Vernon Keeve

Place "X" in Appropriate Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Gary Middleton (Executive Director of Alt. Ed)	x				
Michael Assefaw		x			
Vernon Keeve		x			
Robert White Jr.			x		
Joline Castaneda				x	
Lawrencetta Blount				x	
Maivonn Redd					x

Meeting Schedule
(day/month/time)

3rd Tuesday of each month, 3:00PM

SSC Legal Requirements (EC Sections 65000-65001):

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. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. **High School SSCs MUST have student members; and**
5. Parents/community members cannot be OUSD employees at the site.

1 Principal
 3 Classroom Teachers
 1 Other Staff
AND
 5 Parents/Community
 Members (*middle schools only*)
OR
 5 Parents/Community
 Members/Students
 (*middle or high schools*)

LTEL Reclassification	Long-Term English Learners	Reclassify 25%	33.3%	n/a	TBD
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Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: Decrease chronic absences and suspensions.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	40.0%	n/a	50.0%
Suspensions	All Students	-2pp	29.8%	n/a	25.8%
Suspensions	African-American Students	-2pp	25.8%	n/a	21.8%
Suspensions	Students with Disabilities	-2pp	45.5%	n/a	41.5%
Chronic Absence	All Students	-2pp	90.0%	n/a	70.0%
Chronic Absence	African-American Students	-2pp	91.1%	n/a	71.1%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: Increase opportunities for staff to collaborate with staff from other sites.

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Unequal teacher pay across districts, with OUSD paying less. To mitigate this impact, we utilize internal networks for recruitment as well as district recruitment vehicles. We also identify candidates committed to serving Oakland, attempt to make up for the salary gaps by providing other opportunities or benefits (e.g. rapid movement on the pay scale, professional development opportunities, leadership opportunities, flexibility, etc.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Community Day School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
2019-20 Enabling Conditions	
Related School Goals:	<i>See 2019-20 SPSA - these goals left blank</i>
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Not Applicable	
What evidence do you see that your strategic actions are effective?	
Not Applicable	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Not Applicable	
2019-20 Language & Literacy Focal Area	
Theory of Change:	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
Related School Goals:	<i>Increase the amount of students increasing their SRI scores by 5%</i> <i>Continue to provide opportunities for reclassification</i>
Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Focused on student literacy.	
What evidence do you see that your strategic actions are effective?	
Continued administration of SRI.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Increase student participation in SRI assessment for Fall, Midyear, and Spring.	
2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area	
Theory of Change:	All CDS students will create a personalized plan and digital video which will lead to re-admission and educational success.

Related School Goals:	<p><i>Increase the amount of students passing math courses by 5%</i></p> <p><i>For each student to create and edit a reflection video that calls them to reflect on behaviors that placed them at Community Day School, and to also reflect on the behaviors that are allowing them to leave our school. .</i></p> <p><i>Student population at CDS is small, so we have the opportunity to allow students to hone in on their own career goals and use the digital pathway as an avenue to reflect on their specific goal and the steps needed in order to pursue them.</i></p> <p><i>Video reflection that exhibits their growth from their entry into CDS to their transition back to mainstream schools. Student will write reflections upon entry, at their midpoint, and pre-readmission.</i></p> <p><i>All eligible students will be readmitted to OUSD.</i></p>
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Partnership with KDOL.	
What evidence do you see that your strategic actions are effective?	
Student reflection videos.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Continue implementing and provide venues to publicly share videos.	
2019-20 Work-Based Learning Focal Area	
Theory of Change:	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.
Related School Goals:	<p><i>Students will identify a career goal and explore possible career pathways</i></p> <p><i>CDS Students will attend at least one Digital Media career exploration field trip</i></p> <p><i>Students to learn collaboratively and independently using digital skills/resources gained</i></p>
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Partnership with KDOL.	
What evidence do you see that your strategic actions are effective?	
Student reflection videos.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Provide more WBL experiences for students.	
2019-20 Comprehensive Student Supports (CSS) Focal Area	
Theory of Change:	CDS students that require additional interventions of support will receive more on-site interventions. This will lead to a higher success rate for readmission. Students will be successful when utilizing the available supports provided through the pathway and motivated to reach their end goal of creating a readmission portfolio.

Related School Goals:	<i>Students will be required to attend a SART/SARB Training as a means to understand how Truancy impacts there learning and readmission goals. Through additional Social Emotional Learning opportunities students will have a opportunity to participate as a alternative to suspension. Staff will also be trained in additional SEL engagement strategies.</i> <i>Increase amount of students earning A-G credits</i> <i>Students can produce a readmission video or a reflective letter in their e-portfolio.</i>
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Wrap-around supports and student reflection videos.	
What evidence do you see that your strategic actions are effective?	
Student reflection videos.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Focus on decreasing chronic absences.	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
None.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS				
School: Community Day School			School ID: 333	
3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices				
Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)				
School Priority:	Literacy			
School Theory of Change:	If we are able to increase student's capacity to access grade level text in their core content areas, then students will be more likely to increase content knowledge and reading proficiency, as evidenced by course grades and SRI scores.			
Related School Goal:	Increase reading and writing proficiency.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Integrate literacy strategies to support students into their core classes.	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Professional development agendas; classroom observations	
Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)				
School Priority:	Literacy			
School Theory of Change:	If we are able to increase student's capacity to access grade level text in their core content areas, then students will be more likely to increase content knowledge and reading proficiency, as evidenced by course grades and SRI scores.			
Related School Goal:	Increase reading and writing proficiency.			
Students to be served by these actions:				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2-1	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Professional development agendas; classroom observations	
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Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Priority:	Attendance
School Theory of Change:	If students are engaged in opportunities in school (e.g. Digital Media); have positive relationships with office, case managers, and teaching staff; and their is ongoing communication and student attendance/progress monitoring and reporting, students will be more likely to attend school more often and regularly.
Related School Goal:	Decrease chronic absences and suspensions.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Incorporate digital projects into core classes.	Communicate expectations to teachers and provide feedback on digital projects	Lesson plans and/or course syllabi	
3-2	Have students monitor and update their progress trackers.	Communicate expectations to teachers and monitor implementation.	Student progress trackers	
3-3	Case managers participate in weekly check-ins with students.	Communicate expectations to case managers and monitor implementation.	Student progress trackers, student reflections, and appointment calendars.	

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Priority:	Staff Professional Development
School Theory of Change:	If staff have opportunities to connect and collaborate with staff from other OUSD high schools in role-alike and discipline-alike groups, then staff will be more likely to continue developing/refine professional knowledge and practice.

Related School Goal:		Increase opportunities for staff to collaborate with staff from other sites.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Engage in opportunities to collaborate with teachers from OUSD sites, particularly Alt Ed sites.	Engage in opportunities to collaborate with other teachers or off-site professional development.	Professional Development Agendas	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
School Priority:		Literacy		
School Theory of Change:		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		
Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Professional development agendas; classroom observations	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 333

School: Community Day School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
School Office Supplies	\$3,300	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Integrate literacy strategies to support students into their core classes.	333-1
Supplies to support intervention	\$27,200	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	333-2
To be allocated in Fall 2020	\$24,740	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	333-3
To be allocated in Fall 2020	\$7,440	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	333-4
To be allocated in Fall 2020	\$160	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	333-5
To be allocated in Fall 2020	\$500	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	333-6