MEASURE N COMMISSION
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To	Board of Education
From	Measure N Commission
	Jason Gumataotao, Chairperson
	Louise Waters, Vice Chair
	Whitney Dwyer, Secretary
	Emma Paulino, Member
	James Harris, Member
Board Meeting Date	April 22, 2021
Subject	2021-2022 Measure N Education Improvement Plan
	Services for: Community Day School
Action Requested and Recommendation	Adoption by the Board of Community Day School proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed $33,150.00.

Background
(Why do we need these services? Why have you selected this vendor?)

Adoption by the Board of Community Day School proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed $33,150.00.

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- Measure N Education Improvement Plan

2021-2022 MEASURE N BUDGET

Resource	Allocation	Total Expended	Total Remaining
Measure N	$33,150.00	$33,150.00	$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 to provide Digital Media Instructor to train students in the best practices of filming and recording. Students will be provided with at least one work based learning visit to explore careers in Digital Media. Students will also use their skills to complete a readmission video which will lead to an increase in engagement due to the need to be re-enrolled in Oakland Unified School District. All students will benefit from this budget line (10-20 students).	$20,000.00	5825	Consultant Contract			Digital Media
333-2	Transportation Costs: Students will use various forms of transportation to get to and from their internships and work based learning visits.	$13,150.00	5826	Transportation Costs			Digital Media

| School: | COMMUNITY DAY SCHOOL | | | | | | School ID: | 333 |

School Description

Students are placed at Community Day School by the Board of Education after receiving due process at a disciplinary hearing. They are required to attend school for the duration of their expulsion. At times there are students that 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 establishing an relationship with our students and 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. Even though they have made mistakes students realize it is possible to turn their lives around and become successful. This success leads to a readmission hearing and upon being successful they are readmitted into Oakland Unified School District by the Board of Education.

School Mission and Vision

Mission: Oakland Unified School District's Community Day School is an alternative program dedicated to using a Therapeutic and Restorative Justice approach to give students a second opportunity to succeed in school. Our goal is to empower and build upon students' strengths by supporting them academically, socially and emotionally, through individual and small group instruction, counseling, and career exploration. Vision: Every Community Day Student will have a renewed educational experience that will broaden their worldview by incorporating self-awareness and positive life experiences. This will prepare students in school, which will manifest in their future endeavors.

School Demographics

Special Populations	% 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		Not Applicable	20-21 Data + 5%		
Four-Year Cohort Dropout Rate	Not Applicable	Not Applicable		Not Applicable	20-21 Data + 5%		
A-G Completion	Not Applicable	Not Applicable		Not Applicable	Not Applicable		
On Track to Graduate- 9th Grade	Not Applicable	Not Applicable		Not Applicable	Not Applicable		
Percentage of students who participated in at least 1 Work-Based Learning activity	2.9%	3.0%	50.0%	Not Available Yet	20-21 Data + 5%		
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable	Not Available Yet	20-21 Data + 5%		
Percentage of students in Linked Learning pathways	0.0%	0.0%	75.0%	Not Available Yet	20-21 Data + 5%		
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	Not Available Yet	20-21 Data + 5%		
Four-Year Cohort Dropout Rate	Not Applicable	Not Applicable	Not Applicable	Not Available Yet	20-21 Data + 5%		
A-G Completion	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable		
On Track to Graduate - 9th Grade	Not Applicable	Not Applicable	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%	Not Available Yet	20-21 Data + 5%		
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable	Not Available Yet	20-21 Data + 5%		
Percentage of students in Linked Learning pathways	0.0%	0.0%	75.0%	Not Available Yet	20-21 Data + 5%		

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. Students then become frustrated and need additional counseling to complete the assignment and engage in school. This may cause a student to miss their readmission date which leads to further frustration and more time they spend at Community Day School.	Students often feel overwhelmed when they discover how far behind, they are in the execution of a project, and some invest the time in catching up and being readmitted on time. Others choose to stay longer which again requires additional counseling.
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	100%	Project completion: Students often leave projects unfinished, because of their absenteeism. This brings about a lot of frustration on the student's part. We are looking for ways to engage with students prior to it becoming an attendance issue in order for them to stay on-track.	We are creating resource documents to aid students that may fall behind to assist them and give them a sign of success to keep them engaged.

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 supports and interventions	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 Readmission Video and collaborative projects with general ed. teachers.	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 opportunities for students to showcase personal projects.	Students who are eligible for readmission at the end of each semester will showcase their readmission 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)
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	Enter object code at left.			
Audio Visual Equipment: Audio Visual Equipment for Digital Media Class and CDS Digital Pathway.	$1,500.00	4474	Enter object code at left.			
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	Enter object code at left.			

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What actions did you take that improved outcomes?** How do you know you were successful?	**What will you do different next year to continue to improve?**
Increase the number of students that are meaningfully engaged in the pathway	Continued offering digital media classes. Unfortunately, student engagement and attendance dropped markedly during this pandemic. Engaging our youth became more difficult once in-person services migrated to an online platform. Building, maintaining, and cultivating connections and relationships with students is foundational to the program, particularly engagement and re-engagement. This was more difficult during this period of emergency remote teaching.	Increase our engagement and re-engagement efforts and hopefully, resume in-person services either fully or in a hybrid model. Being in person, helps build those critical staff-student relationships and student engagement.
Increase cross-content collaboration.	Unfortunately, during the pandemic, cross-content collaboration occurred less as a majority of our efforts were spent adapting to emergency remote teaching and (re)engaging our youth.	Increase the opportunities for staff to collaborate across content, particularly across core content and career technical education.

For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions *- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** *- How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?*
Increase student re-engagement efforts and communications	Higher attendance rates; higher pathway participation; student digital media work produced (e.g. readmission videos)
Increase teacher collaboration between CTE and Core Academics	Digital Media infused lessons and higher participation in KDOL partnership program and increase engagement in academic core classes; syllabi incorporating digital media skills.

Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Due to the pandemic students were forced to participate in Distance Learning. Distance Learning did not work for the majority of our students as they needed the social and emotional interaction that in-person learning provides. School leaders decided to place a hold on many expenditures until in-person learning resumed. We found using funds to improve engagement was most effective in continuing our program.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification: *Enter one to two sentences to create a Proper Justification using the questions below.* *Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.* *- What is the specific expenditure or service type?* *- How does the specific expenditure or service type support or is aligned to pathway development?* *- How does this expenditure improve student engagement and how many students will be served?* *-What need does this specific expenditure or service type address?*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

Consultant Contract with KDOL to provide Digital Media Instructor to train students in the best practices of filming and recording. Students will be provided with at least one work based learning visit to explore careers in Digital Media. Students will also use their skills to complete a readmission video which will lead to an increase in engagement due to the need to be re-enrolled in Oakland Unified School District. All students will benefit from this budget line (10-20 students).	$20,000.00	5825	Consultant Contract			Digital Media
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