

Cutler-Orosi Community Day School

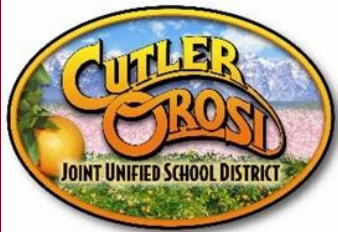
12724 Avenue 392 • Cutler, CA 93615 • (559) 528-4703 • Grades 7-12

Robert Gonzales, Principal

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<http://lov.cojUSD.org/Cutler-Orosi-Community-Day-School/index.html>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Cutler-Orosi Joint Unified

12623 Avenue 416
Orosi, CA 93647
5595284703

<http://www.cojUSD.org>

District Governing Board

Sandra Williams, Board President
Board President

Marisol Rubalcaba, Board Vice
President

Board Vice President

Mary Helen Espino, Board Clerk
Board Clerk

Rebecca Jimenez, Trustee
Board Member

Margie Salazar, Trustee
Board Member

Delia Martinez, Trustee
Board Member

Joni Jordan, Trustee
Board Member

District Administration

Yolanda Valdez
Superintendent

Craig Drennan
**Assistant Superintendent
Administrative Services**

School Description

Community Day School is (CDS) an alternative educational placement for students who have been expelled from school or have problems with attendance, behavior and need a specific learning environment. CDS is safe, secure and accepting of our students while receiving an education that is standards based, rigorous and relevant. The goal of CDS is to ensure students get the best opportunity for learning and behavior adjustment to ensure students will be successful, at their next assigned school site. CDS has a teacher, instructional aide and school campus security. CDS shares a principal, learning director, resource specialist, secretary and part-time part time counselors available to students and staff with the alternative high school.

CDS serves at risk students in many ways, offering challenging classes to a small student population while teaching important educational and life skills. The students are given counseling and credit recovery. CDS has the capacity to serve up to 15 students in a one room classroom setting. The classroom is equipped with computers for student use as well as for credit recovery through Cyber High. We are constantly working with students and looking for alternative resources to assist them during their time at CDS. Some of the opportunities include, pull out interventions, check in, and most recently a new program for at risk students, Mending Fences and Changing Minds. Students are invited to attend a six week program after school two days a week that builds responsibility, values and respect for one another. CDS students are afforded the same curriculum as the comprehensive high school and the alternative schools. Counselors meet with the students on a pull out basis and check in on students on a regular basis to make sure they are able to talk about any issues the students need to discuss with a counselor.

Students enrolling at CDS have the opportunity for "New Beginning and a Fresh Start" to reach their graduation goals. CDS staff adheres to the district mission statement of Educating Minds and Inspiring Futures.

Mr. Robert Gonzales, Alternative Education Administrator

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	4
Grade 12	2
Total Enrollment	8

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	100
Socioeconomically Disadvantaged	87.5
English Learners	62.5
Students with Disabilities	25

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Cutler-Orosi	18-19	19-20	20-21
With Full Credential	1	1	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Cutler-Orosi Joint	18-19	19-20	20-21
With Full Credential	♦	♦	179
Without Full Credential	♦	♦	37
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Cutler-Orosi Community Day School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The Cutler-Orosi Community Day School currently uses all state adopted by the Cutler-Orosi School District. For example, in the English Language Arts courses the following materials are being used McGraw Hill, Studysync, Composition/Literature 1, 2, and 3 Expository Reading and Writing Course, Cyber high, Fueleducation. The Cutler-Orosi Community Day School also currently uses Carnegie Learning, Integrated Math 1 and 2. The Cutler-Orosi Community Day School currently used the following text in science: Pearson Earth Science CA Edition Pearson Biology CA Edition, Cyber High, Fueleducation. At the Cutler-Orosi Community Day School, the social science department uses the following state and district adopted material: Glencoe, Economic Principles and Practices Glencoe, The American Vision: Modern Times Glencoe, U.S. Government Democracy in Action Pearson, America Past and Present Peason, World History: The Modern Era, McGraw Hill, United states Geography : Continuity and Change.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Studysync, Composition/Literature 1, 2, and 3 Expository Reading and Writing Course, Composition/Literature 4 Cyber High The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Carnegie Learning, Integrated Math 1 and 2 Cyber High The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Earth Science CA Edition Pearson Biology CA Edition Cyber High The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Glencoe, Economic Principles and Practices Glencoe, The American Vision: Modern Times Glencoe, U.S. Government Democracy in Action Pearson, America Past and Present Pearson, World History: The Modern Era The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/20/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	--	N/A	42	N/A	50	N/A
Math	--	N/A	36	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	--	N/A	17	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

The Cutler-Orosi Joint Unified School District has six Parent Involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

Community Day School parents had the opportunity to participate in the alternative education back to school this past year. The instructors reviewed all of the classroom and academic expectations for the upcoming year. In addition, seventy percent of parents participated in the report card night. At this time, the instructors reviewed the academic progress with each parent and student. If you would like to participate in any school activities, please contact the school administrator at 528- 4703

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The school safety plan was reviewed with staff at the beginning at the Professional Learning Community meeting on Friday, December 11, 2020. At this time, the safety binder was given to all faculty members and review of all the emergency procedures for Lovell. In addition, we review upcoming safety drills at weekly staff meetings. Our staff also had a follow up training from the Director of Categorical Services and the Youth Development Officer. At the meeting, they reviewed the procedures for active shooter and lock down procedures. The Safety Plan was also reviewed with parents, staff, and students at the School Site Council meeting on October 20, 2020. We had the SSC approve our School Plan for Student Achievement.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	30.8	52.4	0.8	5.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.4	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	62.5	4.5	
Expulsions	0	.07	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English	9	2			10	2			8	2		
Mathematics	9	1			10	1			8	1		
Science	9	1			10	1			8	1		
Social Science	9	2			10	2			8	2		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Community Day School staff has participated in a variety of professional development opportunities this past year to address the needs of the English Learner population. The areas of focus this past year have been writing across all content areas. Community Day School staff worked with Orosi High staff at the beginning of the year to align classes and determine essential standards for each content course. The District has provided 35 Late Start Wednesdays for professional collaboration. Community Day School staff also had a full day training with the El Monte Middle School staff on learning progressions. In addition, all staff members participate in monthly extended professional development days to work with colleagues on the implementation of best practices.

Community Day School staff has received professional development on the implementation of distance learning strategies. For example, staff has had training on the Remind App, Screencastify, EdPuzzle, and Zoom implementation. Cutler-Orosi Joint Unified School District has adopted the core 4 of Google class, Zoom, Google Drive, and Screencastify for all staff and students during the 2020-2021 school year. The majority of staff development has been dedicated to the implementation of distance learning strategies.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,581	\$47,145
Mid-Range Teacher Salary	\$73,958	\$74,952
Highest Teacher Salary	\$96,705	\$96,092
Average Principal Salary (ES)	\$122,087	\$116,716
Average Principal Salary (MS)	\$126,434	\$120,813
Average Principal Salary (HS)	\$145,171	\$131,905
Superintendent Salary	\$216,156	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	25.0	31.0
Administrative Salaries	4.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,760.90	\$560.50	\$14,200.30	\$52,808.00
District	N/A	N/A	\$8,371.02	\$75,065
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	51.7	-34.8
School Site/ State	58.8	-35.6

Note: Cells with N/A values do not require data.

Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

- Categorical
- Supplemental instructional programs (instructional aides, FUEL Education, Cyber High)
- Supplemental books and reference materials
- Supplemental services (Wifi services, program licenses)
- Professional Learning (Instructional Coaches, travel and conference, professional services)
- Supplemental materials and supplies Non Cap Equipment (technology)
- LCFF/LCAP

The majority of supplemental funds is comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems). A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Cutler-Orosi Community Day	2016-17	2017-18	2018-19
Dropout Rate	--		--
Graduation Rate	--		--

Rate for Cutler-Orosi Joint Unified	2016-17	2017-18	2018-19
Dropout Rate	4.5	4.6	11.1
Graduation Rate	91.6	85.4	86.7

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Community Day School has some internal practices and programs "College and Career Readiness" and as we work on preparing students to meet graduation requirements.

Credit recovery efforts include being innovative to find opportunities to empower students to meet eligibility requirements for career pathway coursework opportunities that align to our Alternative Ed. CTE Career Pathways in Fire, Nursing, and Careers in Education. Community Day School has initiated the following practices and college and career initiatives by partnering with the Foundation for California Community Colleges to implement the California Colleges Guidance Initiative (CCGI) Program to ensure student college and career readiness and improve successful transitions to secondary and post-secondary education. Community Day School provides grade level college and career preparation lessons such as career research, college research, students taking a career interest profile, financial aid, awareness of A-G preparation and many more initiatives etailed in a district wide CCGI Implementation Plan. In addition, by the time students transition out of 8th grade students have also started the initial elements of a portfolio, which includes a resume, letters of recommendation, SMART Goal setting and a brag sheet noting their accomplishments and achievement. This introductory portfolio is in alignment to the secondary senior exit interview and portfolio presentation high school graduation requirement; as well as part of the process to apply to a Career Pathway and or Academy Program of Study. Community Day School informs parents and students of Career Pathway opportunities and College and Career Readiness via activities, events, meetings such as a Career Pathway Expo and Registration Night, LCAP Forums, and parent workshops. Community Day School students are required to complete five hours of community service for each year of enrollment at Community Day School as a graduation requirement.