

Board Office Use: Legislative File Info.	
File ID Number	19-1550
Introduction Date	8/14/19
Enactment Number	
Enactment Date	



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date August 14, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Dewey Academy.

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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Dewey Academy



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

2019-2020 School Plan for Student Achievement (SPSA)

School: Dewey Academy
CDS Code: 1612590132688
Principal: Darrell Ross
Date of this revision: 5/20/2019

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: Darrell Ross

Position: Principal

Address: 1111 Second Avenue
Oakland, CA 94606

Telephone: 510-874-3660

Email: darrell.ross@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2019

The District Governing Board approved this revision of the SPSA on: 8/14/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Dewey Academy

Site Number: 310

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|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <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 checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" 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: 5/20/19

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

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

Signatures:

<u>DARRELL ROSS</u> Principal	<u>D Ross</u> Signature	<u>5/20/19</u> Date
<u>ROBERT HEMMER</u> SSC Chairperson	<u>Robert G. Hemmer</u> Signature	<u>5/20/19</u> Date
<u>[Signature]</u> Network Superintendent	<u>Lucia Moritz</u> Signature	<u>5/28/19</u> Date
<u>MURPHY OTIS</u> Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5/28/19</u> Date

2019-20 SPSA ENGAGEMENT TIMELINE

School Site: Dewey Academy

Site Number: 310

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/20/2019	SSC	Review and vote on SPSA.

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$387,475.01
Total Federal Funds Provided to the School from the LEA for CSI	\$112,539.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,906,810.11

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)	\$59,012.32	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$232,000.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,134.09	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$0.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$214,789.60	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$112,539.00	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)	\$230,215.02	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$387,475.01	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$462,215.02	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$849,690.03
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

School: Dewey Academy

School ID: 310

School Description

Dewey Academy opened in 1963 as Oakland's first continuation high school, designed to give students struggling in other OUSD high schools a new chance to earn credits and graduate on time. In 2001, Dewey moved to its current location on Second Avenue. Originally serving 10-12 as defined in State Education Code for Continuation schools, after looking at the District's drop out and transfer data in the 2011-2012 school year, the Alternative Education office and principals of the three continuation schools agreed to limit continuation schools to students who are credit deficient and who were within reach of an on-time graduation with continuation graduation requirements (190 credits rather than 230). Centrally located in Oakland's Lake Merritt district, Dewey High School, serves a critical and essential mission for the Oakland Unified School District: It gives students, vulnerable of leaving high school without a diploma, a second chance. By design, Dewey High School is a small school with a Health and Fitness Pathway allowing students opportunities to explore the health industry by taking health related classes, exploring internships and working towards certifications such as CPR and Personal Training. Dewey makes available to students an educational experience where they are not only well known and cared for by the community. Students are also given the opportunity to recover credits in an academic program designed to address their academic, emotional, and social challenges while accelerating their achievement. Most of the students arrive below grade level and behind in credits.

School Mission and Vision

Mission-Dewey Academy is a caring adult community that encourages the growth and development of students by providing academic, social, and individual supports. We strive to have all students graduate with a high school diploma and to provide opportunities to obtain college and career readiness skills, vocational training, internships, jobs, and social awareness in a collaborative environment.

Vision-Dewey Academy is committed to providing a safe, healthy, and growth-centered community for at-risk students seeking to graduate and improve their life prospects. We aim to provide college, career, and professional readiness education using an engaging and relevant curriculum. Furthermore, our health, fitness, and violence prevention programs teach students invaluable life skills and prepare them for life beyond high school.

Dewey Academy will provide an opportunity for students of all skill-levels, learning styles, and backgrounds to earn their high school diploma. We will continue to use technological tools and traditional teaching methods to improve students' 21st century skills such critical thinking, teamwork, and problem solving.

Dewey Academy students will graduate as lifelong learners who will make meaningful contributions to their community. Utilizing the skills and knowledge gained from Dewey, every graduate will walk off the stage prepared for the high expectations of the 21st century professional environment.

1B: 19-20 STRENGTHS & CHALLENGES

State Dashboard Indicators

Strengths

Challenges/Barriers

Graduation Rate	Currently do not have a graduation rate. Students passing ELA.	Poor Attendance especially 1st period. No data system to track graduation rate based on students who entered Dewey. Students struggle with math completion.
On Track to Graduate (11th Grade)	Students transcripts are reviewed and revised based on Alt Ed Continuation School credits required	Most students come to Dewey Off-Track & have experienced multiple failures.
A-G Completion	Seeing a few students coming in with A-G Compliance	Most students do not come to Dewey on track for A-G Completion.
SBAC ELA	Most students come to Dewey having already taken SBAC.	Many students come to Dewey performing below grade-level standards. Developing students Social and Emotional skills will motivate them to perform at a higher level that's closer to their SRI Reading levels indicate.
SBAC Math	Most student come to Dewey having already taken SBAC.	Most students come to Dewey performing below grade-level standards
AP Pass Rate/Dual Enrollment Pass Rate	Dewey does not have AP classes.	No AP Courses. Some students do not see the value in the DE classes & do not take advantage. All students do not have an interest in Pathway.
Pathway Participation/CTE Enrollment*	100% of students are part of the pathway. Dual Enrollment courses aligned with pathway.	Three CTE Teachers but only one (1) aligned with pathway. Students need more opportunities for CTE exposure with CTE aligned teachers.
English Learner Progress	Most students are mainstreamed into classrooms and benefit from mixed learning environment.	Most students come to Dewey performing below grade-level standards. Many are on grade level but lack motivation or have become discouraged.
Suspension Rate	Dewey has a very low suspension rate due to a strong positive climate and culture. Clear expectations and consequences.	Most students use Social Media and cell phone use contributes to this issue.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	Increase graduation rate by at least 2% for the 19-20 school year..	All Students	+2pp	59.80%	61.80%	63.80%	Increase total number of Dewey students graduating each school year.

Dropout Rate	Decreased by 3%	All Students	-3pp	19.10%	16.10%	13.10%%	Increase total number of Dewey students graduating each school year.
A-G Completion Rate	N/A	All Students	+3pp	1.43%	Coming soon	N/A	Increase total number of Dewey students graduating each school year.
FAFSA Completion Rate	Maintain 100% FAFSA completion rate	All Students	+3pp	Coming soon	Coming soon	100%%	100% of graduates will complete a senior portfolio and include a pathway component.
College Enrollment	Increase college enrollment by 2%	All Students	N/A	N/A	27.60%	29.60%	100% of graduates will complete a senior portfolio and include a pathway component.
Grade 10 Pathway Participation	Increase pathway participation rate to 100%	All Students	+5pp	16.67%	21.67%	100.00%	100% of students will be part of the pathway.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	Increase by 3%	All Students	+5pp	42.27%	50.00%	53.00%	Increase total number of Dewey students graduating each school year.
Suspensions	Maintain low number of students suspended per year, that is: 0 - 5 students per school year.	African-American Students	-2pp	1.31%	0.00%	1.00%	Increase ADA by 5% each school year.

Suspensions	Maintain low number of students suspended per year, that is: 0 - 5 students per school year.	Students with Disabilities	-2pp	0.00%	0.00%	0.00%	Increase ADA by 5% each school year.
Chronic Absence	Decrease by 2%	African-American Students	-2pp	77.78%	75.78%	73.78%	Decrease chronic absences by 5% each year.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Increase the average distance from standard by 5 points	All Students	+15 points DF3	-157.3	-137.3	-132.3	Increase the rate at which students earn credits each year.
ELA SBAC	Increase the average distance from standard by 5 points	Students with Disabilities	+20 points DF3	n/a	n/a	n/a	Increase the rate at which students earn credits each year.
ELA SBAC	Increase the average distance from standard by 5 points	English Learners	+20 points DF3	n/a	-184.2	-179.2	Increase the rate at which students earn credits each year.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have 65% or more of students passing with a C or better by 2021.	All Students	+15 points DF3	-242.8	-227.8	-212.8	Increase the rate at which students earn credits each year.
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have 65% or more of students passing with a C or better by 2021.	Students with Disabilities	+20 points DF3	n/a (too few to report)	n/a (too few to report)	n/a (too few to report)	Increase the rate at which students earn credits each year.

Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have 65% or more of students passing with a C or better by 2021.	English Learners	+20 points DF3	n/a (too few to report)	n/a (too few to report)	n/a (too few to report)	Increase the rate at which students earn credits each year.
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District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Increase amount of ELL students reclassified as English Proficient by 3% each year and have 20% or more ELLs reclassified as English Proficient by June 2021.	English Learners	16%	5.00%	16.00%	19%	Increase the rate at which students earn credits each year.
LTEL Reclassification	Increase amount of LTEL students reclassified as English Proficient by 3% each year and have 20% or more ELLs reclassified as English Proficient by June 2021.	Long-Term English Learners	25%	5.00%	25.00%	28%	Increase the rate at which students earn credits each year.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Increase percentage of students "above or at grade level" for SRI performance by 5% each year and have 25% of students "above or at grade level" for SRI performance level by June 2021.	All Students	+5pp	17.68%	22.68%	27.68%	Each student will increase Lexile score by 50 points each SRI administration.
SRI Multiple Years Below Grade Level	Decrease the percentage of students "multiple grade levels below" for SRI performance by 5% each year and have less than 45% of students "multiple grade levels below" on SRI performance by June 2021.	All Students	-5pp	57.06%	52.06%	47.06%	Each student will increase Lexile score by 50 points each SRI administration.

1D: IDENTIFIED NEED

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

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. 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.

Students need more opportunities for CTE exposure with CTE aligned teachers. No data system to track graduation rate based on students who entered Dewey.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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.

School: Dewey Academy

School ID: 310

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.		KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	Site Participation in Alt Ed Design Labs; Site-based PDs focused on Pathway Development, in particular: integrating pathway theme into curriculum; Health Lab Build-out; ILT/PD Team established with ongoing weekly standing meetings; focus on Health and Fitness internships and dual enrollment courses	Focused professional development geared toward the integration of our pathway into core content areas. Development of Unit Plans including weekly integration of pathway.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Leadership aligns leadership bodies, staffing structures, decision-making structures, resource allocation and equity structures around Dewey's Health and Fitness Pathway.	All/Most decisions must be made taking the pathway into consideration and involving all stakeholders' decisions.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	School leaders act as change leaders with pathways as the core driver.	School leaders must teach others to lead with pathways as the core driver.
School Leadership & Vision Goal for 2019-20:	Integrate Health and Fitness Pathway theme into core academic classes and increase student awareness and participation in Dewey's Health & Fitness Pathway.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	All staff participate in Pathway Focused PD. Staff meetings include elements of pathway.	Targeted Pathway Theme infused into core content areas.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	2: Somewhat	Leadership teams as Culture & Climate, PTSA, etc... have not been formed at Dewey therefore do not meet regularly. ILT/PD Team meets weekly & understand the pathway and lead PD focused on pathway integration.	All leadership teams need to be contributors to the school's goals of pathway development.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e. g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	2: Somewhat	Pathway development team went on a 2 day retreat where an outline for our agenda for the next year was created. Our team consisted of 1 teachers, 1 TSA, 2 Administrators, 1 Office Manager and 1 CTE Health Pathway Coach.	Decision-making structures and processes need to be clear and inclusive of all stakeholders. Dewey's leadership team needs to set standing meetings where presentations supporting the school's mission and vision, and decisions are made.

Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	Students are cohorted to create a Senior Portfolio that is aligned with a student's college or career exit plan. Teacher job assignments take into account a teacher's skills and what they could add to strengthen our Health and Fitness Pathway. 7th period of everyday is to be used for teacher/team planning.	Teachers need to allot one planning period weekly for collaboration by department or Pathway infusion by subject matter or pathway design.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	All students have access to all programs, supports, pathway, and opportunities.	Communication of what is available to students is being promoted but needs to be advertised more.
Systems & Structures Goal for 2019-20:			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
Teacher Stipends	LCFF Supplemental	\$15,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.			Schoolwide Enabling Conditions		
Classified Support Salaries: Pay for classified support to provide additional support during extended or summer learning time	LCFF Supplemental	\$1,500.00	2225	Classified Support Salaries: Overtime		Enter position number at left.			Schoolwide Enabling Conditions		
Textbooks	General Purpose Discretionary	\$2,121.00	4100	Textbooks		Enter position number at left.			Schoolwide Enabling Conditions		
Supplies	General Purpose Discretionary	\$20,000.00	4310	School Office Supplies		Enter position number at left.			Schoolwide Enabling Conditions		
Food	General Purpose Discretionary	\$10,000.00	4311	Meeting Refreshments		Enter position number at left.			Schoolwide Enabling Conditions		
Equipment & Furniture	LCFF Supplemental	\$5,000.00	4410	Equipment < \$5,000		Enter position number at left.			Schoolwide Enabling Conditions		
Projectors/Audio Visual	LCFF Supplemental	\$2,000.00	4474	Audio Visual Equip < \$5,000		Enter position number at left.			Schoolwide Enabling Conditions		
Copier	General Purpose Discretionary	\$6,000.00	5610	Equip Maintenance Agreemt		Enter position number at left.			Schoolwide Enabling Conditions		
Bus passes			5820	Bus Passes		Enter position number at left.			Schoolwide Enabling Conditions		
Graduation	General Purpose Discretionary	\$10,000.00	5826	External Work Order Services		Enter position number at left.			Schoolwide Enabling Conditions		

Senior Pictures	LCFF Supplemental	\$1,300.00	5826	External Work Order Services		Enter position number at left.			Schoolwide Enabling Conditions		
Counselor	LCFF Supplemental	\$56,595.00	5732	Counselor		Enter position number at left.	0.50		Schoolwide Enabling Conditions		
Interprogram Postage	LCFF Supplemental	\$5,910.00	5910	Postage		Enter position number at left.			Schoolwide Enabling Conditions		
IT Tech support (1/2 day)	LCFF Supplemental	\$8,945.00	5737	IT Computer Tech		Enter position number at left.			Schoolwide Enabling Conditions		
CTE/PE Teacher	LCFF Supplemental	\$87,789.00	1105	Certificated Teachers' Salaries	6184	Teacher, Structured English Immersion	0.78		Schoolwide Enabling Conditions		
TSA	LCFF Supplemental	\$88,000.00	1119	Certificated Teachers on Special Assignment Salaries	6159	Classroom TSA 12 Months	0.80		Schoolwide Enabling Conditions		
Science Teacher	LCFF Supplemental	\$88,000.00	1105	Certificated Teachers' Salaries	New	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
History Teacher	LCFF Supplemental	\$82,500.00	1105	Certificated Teachers' Salaries	New	Enter position number at left.	0.75		Schoolwide Enabling Conditions		
Clerical Support Salaries: Pay for classified support to provide additional support during extended or summer learning time	LCFF Supplemental	\$3,700.00	2425	Clerical Salaries Overtime		Enter position number at left.			Schoolwide Enabling Conditions		
.64 CTE Teacher	LCFF Supplemental	\$70,886.00	1105	Certificated Teachers' Salaries	165	Teacher, Structured English Immersion	0.60		Schoolwide Enabling Conditions		
English Teacher	LCFF Supplemental	\$55,000.00	1105	Certificated Teachers' Salaries	2850	Teacher, Structured English Immersion	0.50		Schoolwide Enabling Conditions		
English/ELL Teacher	LCFF Supplemental	\$76,686.00	1105	Certificated Teachers' Salaries	906	Teacher Department Head	0.80		Schoolwide Enabling Conditions		
Math Teacher - Ms. G	LCFF Supplemental	\$86,212.00	1105	Certificated Teachers' Salaries	1404	Teacher Department Head	0.80		Schoolwide Enabling Conditions		
Math Teacher	LCFF Supplemental	\$73,430.00	1105	Certificated Teachers' Salaries	6183	Teacher, Structured English Immersion	1.00		Schoolwide Enabling Conditions		
Science Teacher	LCFF Supplemental	\$109,345.00	1105	Certificated Teachers' Salaries	58	Teacher, Structured English Immersion	0.80		Schoolwide Enabling Conditions		
English/History Teacher	LCFF Supplemental	\$62,527.00	1105	Certificated Teachers' Salaries	2823	Teacher, Structured English Immersion	0.80		Schoolwide Enabling Conditions		

LANGUAGE & LITERACY

School: Dewey Academy

[Link to 18-19 SPSA](#)

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve language and literacy outcomes for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Writing with Evidence: Train teachers on reading and writing strategies.	Partially Implemented	Somewhat Effective	School-wide strategies such as Annotation, One-Pager, ACE. Ongoing professional development.

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Increase the average distance from standard by 5 points	All Students	-157.3	-137.3	-132.3	Increase the rate at which students earn credits each year.
ELA SBAC	Increase the average distance from standard by 5 points	Students with Disabilities	n/a	n/a	n/a	Increase the rate at which students earn credits each year.
ELA SBAC	Increase the average distance from standard by 5 points	English Learners	n/a	-184.2	-179.2	Increase the rate at which students earn credits each year.
SRI Growth of One Year or More	Increase percentage of students "above or at grade level" for SRI performance by 5% each year and have 25% of students "above or at grade level" for SRI performance level by June 2021.	All Students	17.68%	22.68%	27.68%	Each student will increase Lexile score by 50 points each SRI administration.
SRI Multiple Years Below Grade Level	Decrease the percentage of students "multiple grade levels below" for SRI performance by 5% each year and have less than 45% of students "multiple grade levels below" on SRI performance by June 2021.	All Students	57.06%	52.06%	47.06%	Each student will increase Lexile score by 50 points each SRI administration.
ELL Reclassification	Increase amount of ELL students reclassified as English Proficient by 3% each year and have 20% or more ELLs reclassified as English Proficient by June 2021.	English Learners	5.00%	16.00%	19%	Increase the rate at wh
LTEL Reclassification	Increase amount of LTEL students reclassified as English Proficient by 3% each year and have 20% or more ELLs reclassified as English Proficient by June 2021.	English Learners	na	na	na	na

THEORY OF ACTION

Theory of Action	Schoolwide Strategies: annotation, one-pager, ACE- Charts in every class to support writing with evidence, KWL charts What do you know? what do you want to know? What do you want to learn?, graphic organizers, academic discussions, questioning strategies, sentence stems, paragraph structure, etc.
How are you supporting English Language Learners?	English Language Learners are allowed to use online translators, more time on assignments, and expression in native language (to be later translated).
How are you building conditions for student and adult learning?	Creating a learning environment that provides examples of learning strategies. Our professional development opportunities showcase teacher strengths that can be used across the curriculum. As a staff, we communicate and have ample team building exercises where we brainstorm ideas for reaching all learners.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Literacy Strategies: Implement Annotation, One-Pager, ACE strategies in all content areas; small group instruction, teach in native language where applicable. Designed Standard-based Unit Plans that are common core, NGSS, & CTE aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth.				Enter object code at left.		Enter position number at left.			Language & Literacy	
Professional Development/Sharing of Best Practices: Showcase teacher success strategies during PD to support teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth.				Enter object code at left.		Enter position number at left.			Language & Literacy	

<p>Professional Development/Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth</p>				<p>Enter object code at left.</p>		<p>Enter position number at left.</p>			<p>Language & Literacy</p>	
<p>Professional Development Targeting Children with Disabilities: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond for children with disabilities.</p>				<p>Enter object code at left.</p>		<p>Enter position number at left.</p>			<p>Language & Literacy</p>	
<p>Professional Development Targeting Homeless Students: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth</p>				<p>Enter object code at left.</p>		<p>Enter position number at left.</p>			<p>Language & Literacy</p>	

Professional Development Targeting Children with Disabilities: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth				Enter object code at left.		Enter position number at left.			Language & Literacy	
Professional Development Targeting GATE Students: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth				Enter object code at left.		Enter position number at left.			Language & Literacy	
ELL Literacy Support: Hire a .5 FTE English ELL Teacher to Integrate literacy strategies to assist Newcomers and EL students to achieve academic proficiency in core subjects, such as English Language Arts.	Title I: Basic	\$57,058.00	1105	Certificated Teachers' Salaries	2850	Enter position number at left.	0.50		Language & Literacy	
Teacher Substitutes: Teacher substitutes to allow release time for teachers to conduct peer observations and attend PDs and conferences to learn best practices				Enter object code at left.		Enter position number at left.			Language & Literacy	
Clerical Support Overtime: Pay for clerical support to provide additional support during summer learning time				Enter object code at left.		Enter position number at left.			Language & Literacy	
Reading Training: Partnership with Moving Forward to provide intensive support and professional development to teachers in order to support reading	Comprehensive Support & Improvement (CSI) Grant	\$3,000.00	5825	Consultants		Enter position number at left.			Language & Literacy	

RIGOROUS ACADEMICS & CTE

School: Dewey Academy

[Link to 18-19 SPSA](#)
RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	3+	3+	Pathway theme is being integrated into core content and CTE Courses through Backwards Design Unit Planning.
Integrated Core	2	2+	2+	Daily Lesson plans based on Unit Plans show pathway integrated into Core Content areas.
Cohort Scheduling	2	2+	2	Students travel in cohorts based on foundational classes but adding more course selections has limited the cohorts from remaining together but have broadened their experiences and exposure.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2+	2+	2+	With hiring of 3 new math teachers forming a department has strengthened the overall academic rigor.
Collaborative Learning	2	2+	3	Focused PD with teacher collaboration built in has significantly increased collaboration amongst colleagues.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	2+	2+	More teachers are sharing Best Practices in PD during presentations and in collaborative PLC's.
Collaboration Time	3	3	3+	Increased collaboration time has been added in PD with PLC's and cross-curricular.
Professional Learning	2	3-	3	Lead Teachers have been included in Leadership PD. Alt Ed Leadership has provided additional PD support which has strengthened Professional Learning.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Infuse Pathway Theme into Core Content Areas	Partially Implemented	Somewhat Effective	Backwards Design Unit Plans for each hexamester.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have 65% or more of students passing with a C or better by 2021.	All Students	-242.8	-227.8	-212.8	Increase the rate at which students earn credits each year.
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have 65% or more of students passing with a C or better by 2021.	Students with Disabilities	n/a (too few to report)	n/a (too few to report)	n/a (too few to report)	Increase the rate at which students earn credits each year.
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have 65% or more of students passing with a C or better by 2021.	All Students	n/a (too few to report)	n/a (too few to report)	n/a (too few to report)	Increase the rate at which students earn credits each year.

Standards Based Instruction/ Project-Based Learning	<p>Create PD series to support staff integration of Health and Fitness and/or 8 Dimensions of Wellness into core classes.</p> <p>Continue PD focus on backwards design and integrated lesson planning around the integration of Health Science and Medical Technology Knowledge and Performance Anchor and Patient Care Standards.</p> <p>Continue PD focus on writing with evidence across the curriculum and build in training on academic discussion.</p>	All Students	n/a	n/a	<p>100% of Teachers will integrate Health Science Standards (and Fitness) into their curriculum or culture.</p> <p>100% of teachers will continue to build in scaffolded opportunities for students to write with evidence.</p> <p>100% of teachers will structure lessons to provide students opportunities to engage in academic discussion with one another.</p>	Teachers will infuse Health & Fitness Pathway into core content areas.
Career Technical Education Sequence	<p>Formalizing the 3 course CTE sequence--introduction (Health & Fitness/MIMS), concentrator (Health Science Career), capstone (Sports Medicine)</p> <p>Solidifying the curriculum for the CTE course sequence introduction (Health Science Career Lab), concentrator (Fit for Life--Fitness, Nutrition and Prevention), capstone (Sports Medicine/Therapeutic Services).</p> <p>Additionally working with Alameda Health Systems to write a G elective course for the Dewey Pathfinder internship at Highland Hospital.</p>	All Students	n/a	n/a	<p>To have a clear and documented Health and Fitness Pathway.</p> <p>To have a clear three course CTE Health Science and Technology sequence with supportive curriculum.</p>	85% of students will have a pathway experience.
Graduate Capstone/ Culminating Experience	<p>Add health component into the senior portfolio.</p> <p>Align senior portfolio to 8 dimensions of wellness.</p> <p>All graduating seniors will create a Senior portfolio that will include career and college goals, mid-point reflection and a graduate exit plan.</p>	All Students	n/a	n/a	<p>100% of graduating seniors will complete their portfolios.</p> <p>100% of students on-track to graduate will meet with advisory/careers teachers to support their completion of their graduation exit plan.</p>	100% of graduates will complete a senior portfolio which will include a pathway component along with college and career goals.
Course Passage Rates	<p>Advisory/Careers teachers will lead students in reviewing and tracking individual student attendance weekly.</p> <p>Advisors will have their third period Advisory/Careers students reflect upon their attendance and its impact on their ability to pass their classes, in order to meet their career and college goals.</p>	All Students	n/a	n/a	<p>Increase by 5% students earning credit at the end of each hexmester.</p> <p>85% of students will set goals for improved attendance and course passage rate based upon review of their attendance data.</p>	Increase the rate at which students earn credits each year.

THEORY OF ACTION

Theory of Action	If we integrate health and fitness and the 8 Dimensions of Wellness across the curriculum and school culture, then students will be more engaged in all of their classes and in making their own career plan. If we match the integration of Health Science and Medical Technology standards, goal setting, reflection, and high academic rigor then students will be prepared for their next steps beyond graduation with an exit plan.
How are you supporting English Language Learners?	Teachers are encouraged to use strategies to support ELL learners. These include but are not limited to KWL charts, Think - Pair- Share and various graphic organizers.
How are you building conditions for students and adult learning?	Supporting teachers and motivating students to increase their capacity to apply various learning strategies for understanding core curriculum.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Teacher Externships: Teacher externships to deepen teacher understanding and confidence integrating health and fitness into the classroom.		0.00 (Externally Funded)		Enter object code at left.		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Senior Portfolio: Review and revise the senior portfolio process to add health component and alignment to wellness. Review and revise the senior portfolio process to make the final product relevant to the student's college or career path		\$0.00		Enter object code at left.		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
PD Scope and Sequence: Develop PD arch for the year to include a strand on pathway integration.		\$0.00		Enter object code at left.		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Pathway Integration: Extended planning time for teachers to integrate the health and fitness theme into their core content curriculum	Measure N	\$8,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
CTE Sequence: Formalizing Sports Medicine and Health and Fitness CTE courses to finalize the health CTE sequence for Dewey		\$0.00		Enter object code at left.		Enter position number at left.		Career Technical Education	Rigorous Academics	
Health and Fitness CTE Teacher: Hire a Health CTE teacher to ensure all students are able to take sequenced Sports Medicine CTE courses as part of the pathway (.45 FTE)	Measure N	\$40,000.00	1105	Certificated Teachers' Salaries	6184	Teacher, Structured English Immersion	0.45	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Medical Simulation Lab CTE Teacher: Hire a Health CTE teacher to ensure all students are able to take sequenced CTE courses in the Medical Simulation Lab as part of the pathway (.6 FTE)	Measure N	\$35,706.00	1105	Certificated Teachers' Salaries	906	Teacher Department Head	0.60	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Pathway Coach: Hire a pathway coach to support with pathway development	Measure N	\$13,500.00	5708	College & Career Pathway/CTE Coach		Enter position number at left.		Building the Conditions	Rigorous Academics	Goal 1: Graduates are college and career ready.
Dual Enrollment: Purchase textbooks for the Kinesiology A & B Dual-Enrollment Courses	Measure N	\$3,000.00	4100	Textbooks		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Health Medical Lab and Pathway Supplies: Purchase supplies to support the Health and Wellness pathway, along with sustaining the Health Medical Lab	Measure N	\$2,684.85	4310	School Office Supplies		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Health Medical Lab Furniture: Purchase furniture that is specific and required to create the Medical Lab Stations in the new Medical Lab	Measure N	\$4,000.00	4432	Furniture < \$5,000		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

Pathway Retreats and Site Visits: Plan and attend two pathway retreats throughout the year to support pathway development continuous improvement. Additionally, staff will visit other health pathways to see and learn about best practices.	Measure N	\$5,000.00	5200	Travel And Conferences		Enter position number at left.		Building the Conditions	Rigorous Academics	Goal 1: Graduates are college and career ready.
Pathway Retreats: Pay for classified staff to participate in a pathway design retreat	Measure N	\$1,500.00	2225	Classified Support Salaries: Overtime		Enter position number at left.		Building the Conditions	Rigorous Academics	Goal 1: Graduates are college and career ready.
Pathway Tracking System: Staff will create a tracking system to support students from their entry Wellness Assessment and initial career and college goal through the completion of their Senior Portfolio.		\$0.00		Enter object code at left.		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Yondr: Purchase Yondr system to ensure students can focus more intently on instruction in class and minimize distractions	Comprehensive Support & Improvement (CSI) Grant	\$6,000.00	4310	School Office Supplies		Enter position number at left.			Rigorous Academics	
Academic Mentor: Hire an academic mentor to provide intensive academic tutoring and instructional support	Comprehensive Support & Improvement (CSI) Grant	\$25,539.00	2928	Other Classified Salaries: Hourly		Enter position number at left.			Rigorous Academics	
Work Education Experience: Provide additional intensive academic support to integrate student's work experience into their academic learning.	Comprehensive Support & Improvement (CSI) Grant	\$8,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.			Rigorous Academics	
Curriculum Training: Send teachers to attend professional development where they are trained intensively on the Science/Health curriculum	Comprehensive Support & Improvement (CSI) Grant	\$3,000.00	5200	Travel And Conferences		Enter position number at left.			Rigorous Academics	
Certifications: Certifications for students in health certifications	Comprehensive Support & Improvement (CSI) Grant	\$4,000.00	5825	Consultants		Enter position number at left.			Rigorous Academics	
STIP Sub: Hire a STIP sub to provide intensive academic mentoring to support students who are off track and/or reading below grade level to get back on track and increase their literacy levels	Comprehensive Support & Improvement (CSI) Grant	\$56,000.00	1105	Certificated Teachers' Salaries		Enter position number at left.			Rigorous Academics	

WORK-BASED LEARNING School: Dewey Academy [Link to 18-19 SPSA](#)

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Types of Student Experiences	3	3+	3+	CEV's, Guest Speakers, Internships, College Visits
Pathway Outcomes	2+	3	3	All students have pathway exposure; All CTE classes schedule pathway CEV's; All graduating seniors develop exit plan including pathway experience.
Pathway Evaluation	3	3+	3+	All students have pathway exposure; All CTE classes schedule pathway CEV's; All graduating seniors develop exit plan including pathway experience.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Increase opportunities for WBL Experiences	Partially Implemented	Somewhat Effective	Targeted CEV's for CTE Courses each hexmester

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Exploration	Increase work based learning and career exploration experiences in the Careers CTE and core academic class.	All Students	N/A	N/a	85% of Dewey students will have a work based learning experience related to personal health, fitness, and/or patient care. PROBE! VOCAB! 100% of Dewey students will have at least one WBL experience or CTE class before graduating Dewey.	85% of students will have a pathway experience.
Career Preparation	Enroll all students into an advisory/career courses. Orientations will include student survey that includes career/college goals and wellness assessment. Current student data will be collected from Advisory classes. Student exit plan/Senior portfolio will include a resume, personal statement, work-based learning experience, interview skills, financial literacy plan, and next step career plans.	All Students	N/A	N/A	100% graduates will have a viable and realistic career plan by the time they graduate. 100% of graduating seniors will complete and present an Exit plan/Senior portfolio.	100% of students will be part of the pathway.

Career Training	Increase the number of internship opportunities and WBL opportunities for Dewey students.	All Students	N/A	N/A	Double the number of student in internships. 100 student internships/jobs 100% of students in CTE classes will experience a CEV or conduct an informational interview with a career professional (guest speakers)	85% of students will have a pathway experience.
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THEORY OF ACTION	
Theory of Action	If we increase the number of opportunities for students to have work based learning experiences, then students will feel more prepared to transition into college or a career.
How are you supporting English Language Learners?	Teachers are encouraged to use strategies to support ELL learners. These include but are not limited to KWL charts, Think - Pair- Share and various graphic organizers.
How are you building conditions for students and adult learning?	Supporting teachers and motivating students to increase their capacity to apply various learning strategies for understanding core curriculum.

STRATEGIC ACTIONS										
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Work-Based Learning Lead: Appoint pathway teacher to lead Work-Based Learning and continue developing out a WBL Continuum aligned to Health and Fitness	Measure N	\$10,000.00	1120							
Student Internship Stipends: Issue student stipends as part of the Health & Fitness internship program	Measure N	\$10,000.00	2937	Student Stipends		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Fitness Fridays & Wellness Wednesday: Purchase ingredients for the Wednesdays and Fridays nutrition course where students learn how to make healthy foods as part of the nutritional component of the Health and Wellness pathway, specifically the "Physical" dimension of the 8 dimensions of Health and Wellness	Measure N	\$3,000.00	4310	School Office Supplies		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

Mentoring in Medicine (MIMS): Partner with MIMS to provide the Health Scholar Program at Dewey, which includes: twice weekly workshops to expose and train students in health careers and skills, exposure to Emergency Medical Technicians; CPR and First Aid Skills Workshop; splinting, blood pressure, and immobilization workshop.		\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
WBL Exhibition and Public Showcase: Students will reflect on the skills and knowledge they've gained through their work-based learning experience (career awareness, career exploration, career preparation, career training) and present their reflection in a public exhibition and celebration. Funds will be used for refreshments for events in which industry and community members will be invited.	Measure N	\$5,000.00	4311					Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Certifications: Partner with the American Heart Association to provide CPR certifications	Measure N	\$2,000.00	5300					Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Career Exploration Visits: Students will explore various health and fitness career options and funding will be used for transportation	Measure N	\$3,000.00	5826					Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Health Partnerships: Flush out partnership with Alameda Health Services for internships for Dewey Students. Health Science CTE Coach to collaborate with AHS to write up HEAL internship as a G elective.		\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
WBL Continuum: Align, create a WBL program of study experiences across the CTE, college and career, and core classes in order to solidify community partnerships.		\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Increasing Quality of WBL Experiences: Solidify pre and post WBL activity reflection		\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
				Enter object code at left.		Enter position number at left.			Work-Based Learning	
				Enter object code at left.		Enter position number at left.			Work-Based Learning	

COMPREHENSIVE STUDENT SUPPORTS School: Dewey Academy [Link to 18-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	3	3+	3+	Restorative Justice practices, Case Manager, Tutors, Counselor, Job placement & training on site, mental health therapist, access to Health Services
College & Career Plan	2+	3	3	Senior Portfolio requires FAFSA, college application support & other components, College & Career Plan, Dual Enrollment Classes, College Counselor, Peralta Colleges partnership, College & Career Exploration visits, Exit Plan

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Dewey Orientations - Restructure and improve Dewey's student and family orientation. Create an engaging, and welcoming school enrollment/orientation fair and/or Parent Engagement opportunities that exposes students and families to all the pathway opportunities that Dewey provides while providing current Academic Grades & Graduation Status updates.	Partially Implemented	Somewhat Effective	Restructured orientation to include: Student & staff participation or introductions, EBAYC/Expanded Learning orientation course selections take place 1st day of classes at beginning of Expanded Learning Session.
Advisory - Review advisory structure and calibrate best practices across to ensure attendance is improving. Continue to teach SEL strategies across the curriculum.	Partially Implemented	Somewhat Effective	Advisory portion focused on Career Exposure and Career Readiness in Careers Courses. Attendance focus to be revised and reintroduced in 2019-2020 as part of the Advisory/Careers Course.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	All graduates will meet with counselor/advisor/mentor to review and develop graduation plan each hexmester. Orientations will include student survey that includes career/college goals and wellness assessment. Current student data will be collected from Advisory classes.	All Students	N/A	N/A	100% of Dewey students will have an advisor to support their (completion of wellness assessment and career interest survey focused on college/career goals) in development of a graduation plan.	Increase total number of Dewey students graduating each school year.

College Access	Add a "Next Step Plan" to the senior portfolio where students state their immediate next steps which aligns to their cover letter and resume. Student exit plan/Senior portfolio will include a resume, personal statement, work-based learning experience, interview skills, financial literacy plan, and next step career plans.	All Students	N/A	N/A	100% of Dewey students will have an advisor to support their development of a graduation plan. 100% of graduating seniors will complete and present an Exit plan/Senior portfolio.	100% of graduates will complete a senior portfolio and include a pathway component.
Differentiated Interventions	Create a system where students have identified an adult they can discuss their career and "Next Step" plans with. The Wellness Assessment will be utilized to determine students mitigating factors which will be utilized by their counselor/advisor/mentor to provide differentiated supports.	All Students	N/A	N/A	100% of graduating seniors will have had a "Next Step" coaching conversation with (a caring adult). With an Advisor	Increase the rate at which students earn credits each year.

THEORY OF ACTION

Theory of Action	If we focus our efforts on increasing one on one/mentorship supports for students, then 100% of graduating seniors will be confident in their next steps after graduating from Dewey Academy
How are you supporting English Language Learners?	Teachers are encouraged to use strategies to support ELL learners. These include but are not limited to KWL charts, Think - Pair-Share and various graphic organizers.
How are you building conditions for students and adult learning?	Supporting teachers and motivating students to increase their capacity to apply various learning strategies for understanding core curriculum.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Mentorship System: Figure out school structure or outside organization that can help create mentorship support for students. Follow up conversation with New Door Ventures, Partners re: mentorship. Gilbert Pete, etc.		0.00 (Grant Dollars)		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Communication: Build school/pathway brochure to increase student, parent, and family engagement.		0 (Grant Dollars)		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.
Comprehensive Transcript Review: Develop transcript evaluation system linked to Aries that can happen with students during advisory.		\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

RJ Training: Ongoing training for staff and students on Restorative Justice strategies.		\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Post Secondary Transition Support: Keep campus open for graduates to come back if they need extra support.		\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Pathway Case Manager: Full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation	Measure N	\$93,824.17		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Title I Parent Participation: Surplus to be allocated in Fall 2019	Title I: Parent Participation	\$1,134.09	4399	Surplus		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.
Counselor: Hire a counseling intern to provide additional academic and counseling support		\$1,000.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
AAMA Manhood Development: Provide an AAMA Manhood Development teacher for wraparound supports	LCFF Supplemental	\$25,400.00	5733	Manhood Development Program, AAMA Facilitator		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Wellness Assessment: The Wellness Assessment will be utilized to determine students mitigating factors which will be utilized by their counselor/advisor/mentor to provide differentiated supports.Well		\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Alignment: Align CTE, Career and College (Life Planning) and Dual Enrollment Counseling 201's Senior Portfolio-Exit Plans for consistent student experience.		\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Revise Third Period: Consolidate current 3rd period classes to give more opportunity to work on Senior Portfolio graduation career plans.		\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 310

School: Dewey Academy

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSPA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
\$1,000.00		Counselor: Hire a counseling intern to provide additional academic and counseling support	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-1
\$214,790.00	21st Century Community Learning Centers	Consultant	Comprehensive Student Supports		5825	Consultants		Enter position number at left.		310-2
\$56,000.00	Comprehensive Support & Improvement (CSI) Grant	STIP Sub: Hire a STIP sub to provide intensive academic mentoring to support students who are off track and/or reading below grade level to get back on track and increase their literacy levels	Rigorous Academics		1105	Certificated Teachers' Salaries		Enter position number at left.		310-3
\$7,000.00	Comprehensive Support & Improvement (CSI) Grant	Extended Collaboration Time: Provided extended time for teachers to plan on how to integrate in literacy and reading strategies into their instruction			1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		310-4
\$8,000.00	Comprehensive Support & Improvement (CSI) Grant	Work Education Experience: Provide additional intensive academic support to integrate student's work experience into their academic learning.	Rigorous Academics		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		310-5
\$25,539.00	Comprehensive Support & Improvement (CSI) Grant	Academic Mentor: Hire an academic mentor to provide intensive academic tutoring and instructional support	Rigorous Academics		2928	Other Classified Salaries: Hourly		Enter position number at left.		310-6
\$6,000.00	Comprehensive Support & Improvement (CSI) Grant	Yondr: Purchase Yondr system to ensure students can focus more intently on instruction in class and minimize distractions	Rigorous Academics		4310	School Office Supplies		Enter position number at left.		310-7
\$3,000.00	Comprehensive Support & Improvement (CSI) Grant	Curriculum Training: Send teachers to attend professional development where they are trained intensively on the Science/Health curriculum	Rigorous Academics		5200	Travel And Conferences		Enter position number at left.		310-8
\$3,000.00	Comprehensive Support & Improvement (CSI) Grant	Reading Training: Partnership with Moving Forward to provide intensive support and professional development to teachers in order to support reading	Language & Literacy		5825	Consultants		Enter position number at left.		310-9

\$4,000.00	Comprehensive Support & Improvement (CSI) Grant	Certifications: Certifications for students in health certifications	Rigorous Academics		5825	Consultants		Enter position number at left.		310-10
\$2,121.00	General Purpose Discretionary	Textbooks	Schoolwide Enabling Conditions		4100	Textbooks		Enter position number at left.		310-11
\$20,000.00	General Purpose Discretionary	Supplies	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.		310-12
\$10,000.00	General Purpose Discretionary	Food	Schoolwide Enabling Conditions		4311	Meeting Refreshments		Enter position number at left.		310-13
\$6,000.00	General Purpose Discretionary	Copier	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreemt		Enter position number at left.		310-14
\$10,000.00	General Purpose Discretionary	Graduation	Schoolwide Enabling Conditions		5826	External Work Order Services		Enter position number at left.		310-15
\$55,000.00	LCFF Supplemental	English Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	2850	Teacher, Structured English Immersion	0.50	310-16
\$62,527.00	LCFF Supplemental	English/History Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	2823	Teacher, Structured English Immersion	0.80	310-17
\$70,750.00	LCFF Supplemental	Math Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	1699	Teacher, Structured English Immersion	0.80	310-18
\$70,886.00	LCFF Supplemental	.64 CTE Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	165	Teacher, Structured English Immersion	0.60	310-19
\$73,430.00	LCFF Supplemental	Math Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	6183	Teacher, Structured English Immersion	1.00	310-20
\$76,686.00	LCFF Supplemental	English/ELL Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	906	Teacher Department Head	0.80	310-21
\$80,181.00	LCFF Supplemental	History Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	1221	Teacher, Structured English Immersion	0.80	310-22

\$82,500.00	LCFF Supplemental	History Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries		Enter position number at left.	0.75	310-23
\$85,297.00	LCFF Supplemental	Electives Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	563	Teacher, Structured English Immersion	0.80	310-24
\$86,212.00	LCFF Supplemental	Math Teacher - Ms. G	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	1404	Teacher Department Head	0.80	310-25
\$87,789.00	LCFF Supplemental	CTE/PE Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	6184	Teacher, Structured English Immersion	0.78	310-26
\$88,000.00	LCFF Supplemental	Science Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries		Enter position number at left.	0.80	310-27
\$109,345.00	LCFF Supplemental	Science Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	58	Teacher, Structured English Immersion	0.80	310-28
\$88,000.00	LCFF Supplemental	TSA	Schoolwide Enabling Conditions		1119	Certificated Teachers on Special Assignment Salaries	6159	Classroom TSA 12 Months	0.80	310-29
\$15,000.00	LCFF Supplemental	Teacher Stipends	Schoolwide Enabling Conditions		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		310-30
\$1,500.00	LCFF Supplemental	Classified Support Salaries: Pay for classified support to provide additional support during extended or summer learning time	Schoolwide Enabling Conditions		2225	Classified Support Salaries: Overtime		Enter position number at left.		310-31
\$3,700.00	LCFF Supplemental	Clerical Support Salaries: Pay for classified support to provide additional support during extended or summer learning time	Schoolwide Enabling Conditions		2425	Clerical Salaries Overtime		Enter position number at left.		310-32
\$5,000.00	LCFF Supplemental	Equipment & Furniture	Schoolwide Enabling Conditions		4410	Equipment < \$5,000		Enter position number at left.		310-33
\$2,000.00	LCFF Supplemental	Projectors/Audio Visual	Schoolwide Enabling Conditions		4474	Audio Visual Equip < \$5,000		Enter position number at left.		310-34
\$56,595.00	LCFF Supplemental	Counselor	Schoolwide Enabling Conditions		5732	Counselor		Enter position number at left.	0.50	310-35

\$25,400.00	LCFF Supplemental	AAMA Manhood Development: Provide an AAMA Manhood Development teacher for wraparound supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5733	Manhood Development Program, AAMA Facilitator		Enter position number at left.		310-36
\$8,945.00	LCFF Supplemental	IT Tech support (1/2 day)	Schoolwide Enabling Conditions		5737	IT Computer Tech		Enter position number at left.		310-37
\$1,300.00	LCFF Supplemental	Senior Pictures	Schoolwide Enabling Conditions		5826	External Work Order Services		Enter position number at left.		310-38
\$5,910.00	LCFF Supplemental	Interprogram Postage	Schoolwide Enabling Conditions		5910	Postage		Enter position number at left.		310-39
\$93,824.17	Measure N	Pathway Case Manager: Full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		310-40
\$35,706.00	Measure N	Medical Simulation Lab CTE Teacher: Hire a Health CTE teacher to ensure all students are able to take sequenced CTE courses in the Medical Simulation Lab as part of the pathway (.6 FTE)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	906	Teacher Department Head	0.60	310-41
\$40,000.00	Measure N	Health and Fitness CTE Teacher: Hire a Health CTE teacher to ensure all students are able to take sequenced Sports Medicine CTE courses as part of the pathway (.45 FTE)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	6184	Teacher, Structured English Immersion	0.45	310-42
\$8,000.00	Measure N	Pathway Integration: Extended planning time for teachers to integrate the health and fitness theme into their core content curriculum	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		310-43
\$1,500.00	Measure N	Pathway Retreats: Pay for classified staff to participate in a pathway design retreat	Rigorous Academics	Goal 1: Graduates are college and career ready.	2225	Classified Support Salaries: Overtime		Enter position number at left.		310-44
\$10,000.00	Measure N	Student Internship Stipends: Issue student stipends as part of the Health & Fitness internship program	Work-Based Learning	Goal 1: Graduates are college and career ready.	2937	Student Stipends		Enter position number at left.		310-45

\$3,000.00	Measure N	Dual Enrollment: Purchase textbooks for the Kinesiology A & B Dual-Enrollment Courses	Rigorous Academics	Goal 1: Graduates are college and career ready.	4100	Textbooks		Enter position number at left.		310-46
\$2,684.85	Measure N	Health Medical Lab and Pathway Supplies: Purchase supplies to support the Health and Wellness pathway, along with sustaining the Health Medical Lab	Rigorous Academics	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		Enter position number at left.		310-47
\$3,000.00	Measure N	Fitness Fridays & Wellness Wednesday: Purchase ingredients for the Wednesdays and Fridays nutrition course where students learn how to make healthy foods as part of the nutritional component of the Health and Wellness pathway, specifically the "Physical" dimension of the 8 dimensions of Health and Wellness	Work-Based Learning	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		Enter position number at left.		310-48
\$5,000.00	Measure N	WBL Exhibition and Public Showcase: Students will reflect on the skills and knowledge they've gained through their work-based learning experience (career awareness, career exploration, career preparation, career training) and present their reflection in a public exhibition and celebration. Funds will be used for refreshments for events in which industry and community members will be invited.	Work-Based Learning	Goal 1: Graduates are college and career ready.	4311					310-49
\$4,000.00	Measure N	Health Medical Lab Furniture: Purchase furniture that is specific and required to create the Medical Lab Stations in the new Medical Lab	Rigorous Academics	Goal 1: Graduates are college and career ready.	4432	Furniture < \$5,000		Enter position number at left.		310-50
\$5,000.00	Measure N	Pathway Retreats and Site Visits: Plan and attend two pathway retreats throughout the year to support pathway development continuous improvement. Additionally, staff will visit other health pathways to see and learn about best practices.	Rigorous Academics	Goal 1: Graduates are college and career ready.	5200	Travel And Conferences		Enter position number at left.		310-51
\$2,000.00	Measure N	Certifications: Partner with the American Heart Association to provide CPR certifications	Work-Based Learning	Goal 1: Graduates are college and career ready.	5300					310-52

\$13,500.00	Measure N	Pathway Coach: Hire a pathway coach to support with pathway development	Rigorous Academics	Goal 1: Graduates are college and career ready.	5708	College & Career Pathway/CTE Coach		Enter position number at left.		310-53
\$3,000.00	Measure N	Career Exploration Visits: Students will explore various health and fitness career options and funding will be used for transportation	Work-Based Learning	Goal 1: Graduates are college and career ready.	5826					310-54
\$57,058.00	Title I: Basic	ELL Literacy Support: Hire a .5 FTE English ELL Teacher to Integrate literacy strategies to assist Newcomers and EL students to achieve academic proficiency in core subjects, such as English Language Arts.	Language & Literacy		1105	Certificated Teachers' Salaries	2850	Enter position number at left.	0.50	310-55
\$1,134.09	Title I: Parent Participation	Title I Parent Participation: Surplus to be allocated in Fall 2019	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.	4399	Surplus		Enter position number at left.		310-56



Dewey Academy

1111 2nd Ave.
Oakland, CA 94606
(510) 874-3660 (w)
(510) 874-3661 (f)



Title I School Parental Involvement Policy 2018 - 2019

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

Involvement of Parents in the Title I Program

Dewey Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
- The parents' right to participate in the development of the District's Title 1 Plan. The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students

- Offer a flexible number of meetings for parents. Dewey offers parent involvement in new student orientations, Annual Title One Meetings, monthly SSC meetings, back to school nights, report card pickup nights, Parent Newsletters, periodic mailings, parents' notices sent by students, and School Messenger for school wide announcements.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

Dewey coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

- Provides parents of Title I students with timely information about Title I programs. Dewey distributes materials to help parents gain understanding in mandatory parent orientations, back to school nights, report card pickup nights, individual student academic interventions, newsletters, parent conferences for:
 - Discipline
 - Truancy
 - Graduation requirements and
 - General parent workshops throughout the school year.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Dewey helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Dewey coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

School-Parent Compact

Dewey Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards

- 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- 4) Academic proficiency levels students are expected to achieve
- 5) How to monitor their child's progress

Dewey Academy helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

New student enrollment includes providing materials and training on improving academic achievement. The trainings continue through the Supplemental Educational Services presentations, parent conferences and Project Success Workshops

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

Dewey Academy educates staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Dewey Academy coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Dewey Academy distributes materials to help parents gain understanding in mandatory parent orientations, back to school nights, report card pickup nights, individual student academic interventions, newsletters, parent conferences for
 - Discipline
 - Truancy
 - Graduation requirements and
 - General parent workshops throughout the school year.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Dewey Academy meets regularly as an SSC and leadership team in order to implement support and activities school wide that are requested by parents.

Accessibility

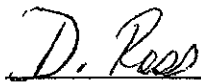
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Dewey encourages parent participation by phone and invitations to parent meetings, i.e., Back to School Night, Open House, Multi-Cultural festivities. We also incorporate outreach to parents for our regular school program and after school program. We have monthly SSC and Annual Title 1 meetings to get input from families on school outcomes and reforms. The administration and the support staff (agencies) will make home visits as needed.

Adoption

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

This policy was adopted by the Dewey Academy School Site Council on (09/17/2018) and will be in effect for the 2018-19 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Dewey Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

09/17/2018

(Date)

Dewey Academy Secondary School Compact
School Name

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this 11 day of Sept, 2018.



STATE AND FEDERAL PROGRAMS

2018-2019

School Site Council Membership Roster – High School

School Name: Dewey Academy

Chairperson : Robert Hemmer
Vice Chairperson: Emma Hyatt
Secretary: Melne Chappelle

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Darrell Ross	X				
Robert Hemmer				X	
Zaniah Velzaquez ✓				X	
Emma Hyatt ✓				X	
Michell McKnight			X		
Melne Chappelle		X ✓			
Nestor Gonzalez		X ✓			
Tanya Harris <i>TQA</i>		X			
Johnetta Wimberly ✓		X			
Alaiyana Phaisan-Yem					X
Fatima Sandoval					X
Khelial Brawley					X
Gabriela Tapia (alternate)		X			
Marina Pablo (alternate parent) ✓				X	

Meeting Schedule
(day/month/time)

See calendar attached

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff
AND
3-Parent /Community
3-Students