

**PROPOSED 2019-20 SCHOOL SITE BUDGET**

**Site Number: 310**

**School: Dewey Academy**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$214,789.60	\$0.00	\$214,789.60	Low-Performing Students Block Grant (LPSBG)	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Comprehensive Support & Improvement (CSI) Grant	\$112,539.00	\$0.00	\$112,539.00
General Purpose Discretionary	\$232,000.00	\$0.00	\$232,000.00	Measure G	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$0.00	\$0.00	\$0.00	Measure N	\$230,215.02	\$230,215.02	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	Measure G1	\$0.00	\$0.00	\$0.00
Title I: Basic	\$0.00	\$13,000.00	-\$13,000.00	Perkins	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$0.00	\$0.00	\$0.00	California Partnership Academy	\$0.00	\$0.00	\$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		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.	Language & Literacy			Enter object code at left.		Enter position number at left.		310-1

		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.	Language & Literacy			Enter object code at left.		Enter position number at left.		310-2
		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	Language & Literacy			Enter object code at left.		Enter position number at left.		310-3
		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.	Language & Literacy			Enter object code at left.		Enter position number at left.		310-4

		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	Language & Literacy			Enter object code at left.		Enter position number at left.		310-5
		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	Language & Literacy			Enter object code at left.		Enter position number at left.		310-6
		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	Language & Literacy			Enter object code at left.		Enter position number at left.		310-7

		Teacher Substitutes: Teacher substitutes to allow release time for teachers to conduct peer observations and attend PDs and conferences to learn best practices	Language & Literacy			Enter object code at left.		Enter position number at left.		310-8
		Clerical Support Overtime: Pay for clerical support to provide additional support during summer learning time	Language & Literacy			Enter object code at left.		Enter position number at left.		310-9
		Teacher Externships: Teacher externships to deepen teacher understanding and confidence integrating health and fitness into the classroom.	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-10
		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.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		310-11
		Communication: Build school/pathway brochure to increase student, parent, and family engagement.	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.		Enter object code at left.		Enter position number at left.		310-12
\$0.00		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	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-13
\$0.00		PD Scope and Sequence: Develop PD arch for the year to include a strand on pathway integration.	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-14
\$0.00		CTE Sequence: Formalizing Sports Medicine and Health and Fitness CTE courses to finalize the health CTE sequence for Dewey	Rigorous Academics			Enter object code at left.		Enter position number at left.		310-15

\$0.00		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.	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-16
\$0.00		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.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-17
\$0.00		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.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-18
\$0.00		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.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-19
\$0.00		Increasing Quality of WBL Experiences: Solidify pre and post WBL activity reflection	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-20
\$0.00		Comprehensive Transcript Review: Develop transcript evaluation system linked to Aries that can happen with students during advisory.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		310-21
\$0.00		RJ Training: Ongoing training for staff and students on Restorative Justice strategies.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		310-22

\$0.00		Post Secondary Transition Support: Keep campus open for graduates to come back if they need extra support.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-23
\$0.00		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	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		310-24
\$0.00		Alignment: Align CTE, Career and College (Life Planning) and Dual Enrollment Counseling 201's Senior Portfolio-Exit Plans for consistent student experience.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-25
\$0.00		Revise Third Period: Consolidate current 3rd period classes to give more opportunity to work on Senior Portfolio graduation career plans.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-26
\$0.00		Senior Portfolio Presentations: Creating the opportunity to present Senior Portfolio/Exit Plan	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-27
\$0.00		Tracking: Dewey staff will track students Senior Portfolio/Exit Plan as students complete each component of their Senior Portfolio.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-28
\$0.00		Community Partnerships: Solidifying community partnerships to have consistent interactions with career professionals to grow students career ready interviewing skills.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-29
\$0.00		Template: Create Exit Plan/Senior Portfolio template for students to utilize in preparation for graduation.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		310-30
\$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.		310-31
\$8,945.00		IT Tech support (1/2 day)	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		310-32

\$25,400.00		AAMA Manhood Development: Provide an AAMA Manhood Development teacher for wraparound supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		310-33
\$56,000.00		STIP Sub: Hire a STIP sub to provide release time for teachers to conduct peer observations and provide extended learning opportunities and increase the quality and amount of instruction.	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		310-34
\$56,595.00		Counselor	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.	0.50	310-35
\$8,000.00		Teacher Stipends	Schoolwide Enabling Conditions		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		310-36
\$15,000.00		Teacher Stipends	Schoolwide Enabling Conditions		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		310-37
\$8,000.00		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.		310-38
\$3,000.00		Textbooks	Schoolwide Enabling Conditions		4100	Textbooks		Enter position number at left.		310-39
\$5,000.00		Textbooks	Schoolwide Enabling Conditions		4100	Textbooks		Enter position number at left.		310-40
\$20,000.00		Supplies	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.		310-41
\$5,000.00		Refreshments	Schoolwide Enabling Conditions		4311	Meeting Refreshments		Enter position number at left.		310-42
\$10,000.00		Food	Schoolwide Enabling Conditions		4311	Meeting Refreshments		Enter position number at left.		310-43
\$5,000.00		Equipment & Furniture	Schoolwide Enabling Conditions		4410	Equipment < \$5,000		Enter position number at left.		310-44
\$4,000.00		Furniture	Schoolwide Enabling Conditions		4432	Furniture < \$5,000		Enter position number at left.		310-45

\$2,000.00		Projectors/Audio Visual	Schoolwide Enabling Conditions		4475	Enter object code at left.		Enter position number at left.		310-46
\$5,000.00		Conferences	Schoolwide Enabling Conditions		5200	Travel And Conferences		Enter position number at left.		310-47
\$6,000.00		Copier	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreemt		Enter position number at left.		310-48
\$5,000.00		Interprogram Postage	Schoolwide Enabling Conditions		5724	Mail Services/Postage		Enter position number at left.		310-49
\$15,000.00		Bus passes	Schoolwide Enabling Conditions		5820	Bus Passes		Enter position number at left.		310-50
\$1,300.00		Senior Pictures	Schoolwide Enabling Conditions		5826	External Work Order Services		Enter position number at left.		310-51
\$10,000.00		Graduation	Schoolwide Enabling Conditions		5826	External Work Order Services		Enter position number at left.		310-52
	LCFF Supplemental	.64 CTE Teacher	Schoolwide Enabling Conditions			Enter object code at left.	165	Enter position number at left.	0.64	310-53
	LCFF Supplemental	English Teacher	Schoolwide Enabling Conditions			Enter object code at left.	2850	Enter position number at left.	0.80	310-54
	LCFF Supplemental	English/ELL Teacher	Schoolwide Enabling Conditions			Enter object code at left.	906	Enter position number at left.	0.30	310-55
	LCFF Supplemental	Math Teacher - Ms. G	Schoolwide Enabling Conditions			Enter object code at left.	1404	Enter position number at left.	0.80	310-56
	LCFF Supplemental	Math Teacher	Schoolwide Enabling Conditions			Enter object code at left.	6183	Enter position number at left.	0.80	310-57
	LCFF Supplemental	Science Teacher	Schoolwide Enabling Conditions			Enter object code at left.	58	Enter position number at left.	0.80	310-58
	LCFF Supplemental	English/History Teacher	Schoolwide Enabling Conditions			Enter object code at left.	2823	Enter position number at left.	0.80	310-59
	LCFF Supplemental	Electives Teacher	Schoolwide Enabling Conditions			Enter object code at left.	563	Enter position number at left.	0.80	310-60
	LCFF Supplemental	History Teacher	Schoolwide Enabling Conditions			Enter object code at left.	1221	Enter position number at left.	0.80	310-61



	LCFF Supplemental	Math Teacher	Schoolwide Enabling Conditions			Enter object code at left.	1699	Enter position number at left.	0.80	310-62
	LCFF Supplemental	CTE/PE Teacher	Schoolwide Enabling Conditions			Enter object code at left.	6184	Enter position number at left.	0.55	310-63
	LCFF Supplemental	TSA	Schoolwide Enabling Conditions			Enter object code at left.	6159	Enter position number at left.	0.80	310-64
	LCFF Supplemental	Science Teacher	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.	0.80	310-65
	LCFF Supplemental	History Teacher	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.	0.75	310-66
\$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.		310-67
\$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	Enter position number at left.	0.60	310-68
\$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		0.45	310-69
\$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.		310-70
\$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.		310-71

\$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.		310-72
\$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.		310-73
\$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.		310-74
\$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.		310-75
\$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					310-76
\$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.		310-77
\$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.		310-78

\$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					310-79
\$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.		310-80
\$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					310-81
	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			Enter object code at left.	906	Enter position number at left.	0.50	310-82
\$13,000.00	Title I: Basic	Chromebooks	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		310-83
	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.		Enter object code at left.		Enter position number at left.		310-84

<b>Action Research</b>	Dewey Academy
<b>Pathway/s:</b>	Health and Fitness
<b>Top 5 Measure N Funding Commitments</b>	Pathway Case Manager, Health Lab CTE Teachers, Health and Fitness CTE Teacher, Pathway Coach, Student Internships
<b>What inquiry question is driving your research to develop a quality Linked Learning pathway/school?</b>	How can might we expand our Health and Fitness Linked Learning Pathway into our program of study at Dewey Academy?

<p><b>What did you discover in the past year? (Please use data to support.)</b></p>	<p>Advisory/College &amp; Career Course</p> <p>Expand Health and Fitness Program of Study and Certification Opportunities</p> <p>Revamped the careers class to establish a rotation of classes for students to have experience in all career readiness areas. Students are surveyed on what they would like to take. Counselor takes their choices, what classes they have taken in the past, and graduation dates into consideration before they are scheduled into the rotation.</p> <p>Expanded dual enrollment to include a Counseling 201 class. Done. Counseling 201 is a continuing course. We add a new course as they rotate. This hexmester is an additional dual enrollment course that aligns with our pathway- It is not locked in, but we have started a course Health Ed 14- CPR/First Aid Class</p> <p>Integrating Health and Fitness across the curriculum. Using the 8 Dimensions of Wellness into core curriculum and teacher lesson plans and concentrating on one wellness school-wide per hexmester. Using backwards planning to build capacity in standards based lesson planning for teachers. CTE standards training for teachers along with NGSS and Common Core Standards. As of 3-15, we did physical, emotional, and we need to revisit physical and what wellness to end the year with.</p> <p>Added Health &amp; Fitness section expanding to two sections. 2 teachers now teach Health and Fitness classes. They now each have CTE credentials.</p> <p>Expanded dual enrollment to include a Personal Trainer class. Class was partially implemented. Students did not take the certification exam. Class needs to be more aligned to Pathway.</p> <p>Piloting a Health Science Careers Lab. There is a lab with 13/17 concentrations in the Health Sciences as dentistry, forensics, nursing, etc... We added Biomedical and 3-D Printer for 7/9 modules that we have.</p> <p>Held several professional development sessions focusing on integrating Health &amp; Wellness into the curriculum. Using the 8 Dimensions of Wellness, CTE standards for Health and Wellness incorporated into core curriculum.</p> <p>Staff is beginning to develop lessons and units linking Health Science into core classes. As evidenced by (teacher lesson plans and) student work.</p> <p>Held one Dewey Palooza (student/family orientation) at the beginning of one marking period. This was successful using parent passports and stations. They were also fed with community soup.</p>
<p><b>What are you going to do differently or change moving forward?</b></p>	<p>Engage leadership and staff in more professional development around integrating the Health &amp; Fitness Pathway theme into curriculum and instruction.</p>

**How do you anticipate this will improve Measure N outcomes for your students moving forward?**

Students will be more aware of and prepared for career opportunities in the Health Industry (e.g. earning CPR certification, engaging in career exploration and preparation learning experiences across curriculum and instruction, etc.).

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

### 1A: ABOUT THE SCHOOL

**Instructions:** Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

*Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.*

**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

**Instructions:** Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

State Dashboard Indicators	Strengths	Challenges/Barriers
<b>Graduation Rate</b>	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.
<b>On Track to Graduate (11th Grade)</b>	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.
<b>A-G Completion</b>	Seeing a few students coming in with A-G Compliance	Most students do not come to Dewey on track for A-G Completion.
<b>SBAC ELA</b>	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.
<b>SBAC Math</b>	Most student come to Dewey having already taken SBAC.	Most students come to Dewey performing below grade-level standards
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	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.
<b>Pathway Participation/CTE Enrollment*</b>	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.
<b>English Learner Progress</b>	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.



<b>Suspension Rate</b>	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.
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### 1C: 19-20 STUDENT GOALS & TARGETS

**Instructions:** For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

*Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.*

#### **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	Coming soon	Coming soon	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	n/a	Coming soon	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	n/a	Coming soon	Increase the rate at which students earn credits each year.

**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.
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**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.

**School:** Dewey Academy

**School ID:** 310

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>		<b>KEY:</b> 1: Not at all                      3: Mostly 2: Somewhat                      4: Completely	
<b>1. SCHOOL LEADERSHIP AND VISION</b>	<b>Current Score</b>	<b>Justification</b>	<b>Areas of Growth</b>
<b>School Leadership:</b> 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.
<b>Leadership Identity:</b> 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.
<b>School Leadership &amp; Vision Goal for 2019-20:</b>	Integrate Health and Fitness Pathway theme into core academic classes and increase student awareness and participation in Dewey's Health & Fitness Pathway.		

<b>2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE</b>	<b>Current Score</b>	<b>Justification</b>	<b>Areas of Growth</b>
<b>Staffing Structure Aligned to Purpose:</b> 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.
<b>Alignment and Coherence of Leadership Bodies</b> 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.
<b>Decision-Making Structure:</b> 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.

<p><b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> 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)?</p>	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.
<p><b>Equity Stance:</b> 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)?</p>	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.
<p><b>Systems &amp; Structures Goal for 2019-20:</b></p>			

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		\$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		\$8,000.00	2225	Classified Support Salaries: Overtime		Enter position number at left.			Schoolwide Enabling Conditions		
Textbooks		\$5,000.00	4100	Textbooks		Enter position number at left.			Schoolwide Enabling Conditions		
Supplies		\$20,000.00	4310	School Office Supplies		Enter position number at left.			Schoolwide Enabling Conditions		
Food		\$10,000.00	4311	Meeting Refreshments		Enter position number at left.			Schoolwide Enabling Conditions		
Equipment & Furniture		\$5,000.00	4410	Equipment < \$5,000		Enter position number at left.			Schoolwide Enabling Conditions		
Projectors/Audio Visual		\$2,000.00	4475	Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
Copier		\$6,000.00	5610	Equip Maintenance Agreemt		Enter position number at left.			Schoolwide Enabling Conditions		
Bus passes		\$15,000.00	5820	Bus Passes		Enter position number at left.			Schoolwide Enabling Conditions		
Graduation		\$10,000.00	5826	External Work Order Services		Enter position number at left.			Schoolwide Enabling Conditions		

Senior Pictures		\$1,300.00	5826	External Work Order Services		Enter position number at left.			Schoolwide Enabling Conditions		
Counselor		\$56,595.00		Enter object code at left.		Enter position number at left.	0.50		Schoolwide Enabling Conditions		
Interprogram Postage		\$5,000.00	5724	Mail Services/Postage		Enter position number at left.			Schoolwide Enabling Conditions		
IT Tech support (1/2 day)		\$8,945.00		Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
STIP Sub: Hire a STIP sub to provide release time for teachers to conduct peer observations and provide extended learning opportunities and increase the quality and amount of instruction.		\$56,000.00		Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
Teacher Stipends		\$8,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.			Schoolwide Enabling Conditions		
Textbooks		\$3,000.00	4100	Textbooks		Enter position number at left.			Schoolwide Enabling Conditions		
Refreshments		\$5,000.00	4311	Meeting Refreshments		Enter position number at left.			Schoolwide Enabling Conditions		
Furniture		\$4,000.00	4432	Furniture < \$5,000		Enter position number at left.			Schoolwide Enabling Conditions		
Conferences		\$5,000.00	5200	Travel And Conferences		Enter position number at left.			Schoolwide Enabling Conditions		
.64 CTE Teacher	LCFF Supplemental			Enter object code at left.	165	Enter position number at left.	0.64		Schoolwide Enabling Conditions		
English Teacher	LCFF Supplemental			Enter object code at left.	2850	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
English/ELL Teacher	LCFF Supplemental			Enter object code at left.	906	Enter position number at left.	0.30		Schoolwide Enabling Conditions		
Math Teacher - Ms. G	LCFF Supplemental			Enter object code at left.	1404	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
Math Teacher	LCFF Supplemental			Enter object code at left.	6183	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
Science Teacher	LCFF Supplemental			Enter object code at left.	58	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
English/History Teacher	LCFF Supplemental			Enter object code at left.	2823	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
Electives Teacher	LCFF Supplemental			Enter object code at left.	563	Enter position number at left.	0.80		Schoolwide Enabling Conditions		

History Teacher	LCFF Supplemental			Enter object code at left.	1221	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
Math Teacher	LCFF Supplemental			Enter object code at left.	1699	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
CTE/PE Teacher	LCFF Supplemental			Enter object code at left.	6184	Enter position number at left.	0.55		Schoolwide Enabling Conditions		
TSA	LCFF Supplemental			Enter object code at left.	6159	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
Science Teacher	LCFF Supplemental			Enter object code at left.	New	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
History Teacher	LCFF Supplemental			Enter object code at left.	New	Enter position number at left.	0.75		Schoolwide Enabling Conditions		
Chromebooks	Title I: Basic	\$13,000.00		Enter object code at left.		Enter position number at left.			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

<b>Theory of Action</b>	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.
<b>How are you supporting English Language Learners?</b>	English Language Learners are allowed to use online translators, more time on assignments, and expression in native language (to be later translated).
<b>How are you building conditions for student and adult learning?</b>	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
<b>Literacy Strategies:</b> 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	
<b>Professional Development/Sharing of Best Practices:</b> 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><b>Professional Development/Collaboration Time:</b> 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 &amp; Literacy</p>	
<p><b>Professional Development Targeting Children with Disabilities:</b> 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 &amp; Literacy</p>	
<p><b>Professional Development Targeting Homeless Students:</b> 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 &amp; 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	
<b>Professional Development Targeting GATE Students:</b> 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	
<b>ELL Literacy Support:</b> 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			Enter object code at left.	906	Enter position number at left.	0.50		Language & Literacy	
<b>Teacher Substitutes:</b> 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	
<b>Clerical Support Overtime:</b> Pay for clerical support to provide additional support during summer learning time				Enter object code at left.		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
<b>Math SBAC</b>	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	Coming soon	Coming soon	Increase the rate at which students earn credits each year.

<b>Math SBAC</b>	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	n/a	Coming soon	Increase the rate at which students earn credits each year.
<b>Math SBAC</b>	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	n/a	Coming soon	Increase the rate at which students earn credits each year.
<b>Standards Based Instruction/ Project-Based Learning</b>	<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.
<b>Career Technical Education Sequence</b>	<p>Formalizing the 3 course CTE sequence--introduction (Health &amp; 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.
<b>Graduate Capstone/ Culminating Experience</b>	<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.
<b>Course Passage Rates</b>	<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**

<b>Theory of Action</b>	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.
<b>How are you supporting English Language Learners?</b>	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.
<b>How are you building conditions for students and adult learning?</b>	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
<b>Teacher Externships:</b> 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.
<b>Senior Portfolio:</b> 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.
<b>PD Scope and Sequence:</b> 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.
<b>Pathway Integration:</b> 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.
<b>CTE Sequence:</b> 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	
<b>Health and Fitness CTE Teacher:</b> 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		0.45	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
<b>Medical Simulation Lab CTE Teacher:</b> 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	Enter position number at left.	0.60	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
<b>Pathway Coach:</b> 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.

<b>Dual Enrollment:</b> 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.
<b>Health Medical Lab and Pathway Supplies:</b> 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.
<b>Health Medical Lab Furniture:</b> 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.
<b>Pathway Retreats and Site Visits:</b> 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.
<b>Pathway Retreats:</b> 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.
<b>Pathway Tracking System:</b> 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.



**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
<b>Career Exploration</b>	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.
<b>Career Preparation</b>	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.

<b>Career Training</b>	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	
<b>Theory of Action</b>	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.
<b>How are you supporting English Language Learners?</b>	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.
<b>How are you building conditions for students and adult learning?</b>	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
<b>Work-Based Learning Lead:</b> 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							
<b>Student Internship Stipends:</b> 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.
<b>Fitness Fridays &amp; Wellness Wednesday:</b> 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.

<b>Mentoring in Medicine (MIMS):</b> 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.
<b>WBL Exhibition and Public Showcase:</b> 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.
<b>Certifications:</b> 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.
<b>Career Exploration Visits:</b> 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.
<b>Health Partnerships:</b> 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.
<b>WBL Continuum:</b> 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.
<b>Increasing Quality of WBL Experiences:</b> 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.

**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
<b>Conditions for Student Learning (School Climate and Culture)</b>	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.

<b>College Access</b>	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.
<b>Differentiated Interventions</b>	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

<b>Theory of Action</b>	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
<b>How are you supporting English Language Learners?</b>	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.
<b>How are you building conditions for students and adult learning?</b>	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
<b>Mentorship System:</b> 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.
<b>Communication:</b> 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.
<b>Comprehensive Transcript Review:</b> 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.

<b>RJ Training:</b> 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.
<b>Post Secondary Transition Support:</b> 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.
<b>Pathway Case Manager:</b> 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.
<b>Title I Parent Participation:</b> Surplus to be allocated in Fall 2019	Title I: Parent Participation			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.
<b>Counselor:</b> 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.
<b>AAMA Manhood Development:</b> Provide an AAMA Manhood Development teacher for wraparound supports		\$25,400.00		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.
<b>Wellness Assessment:</b> 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.
<b>Alignment:</b> 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.
<b>Revise Third Period:</b> 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.

<b>Senior Portfolio Presentations:</b> Creating the opportunity to present Senior Portfolio/Exit Plan		\$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.
<b>Tracking:</b> Dewey staff will track students Senior Portfolio/Exit Plan as students complete each component of their Senior Portfolio.		\$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.
<b>Community Partnerships:</b> Solidifying community partnerships to have consistent interactions with career professionals to grow students career ready interviewing skills.		\$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.
<b>Template:</b> Create Exit Plan/Senior Portfolio template for students to utilize in preparation for graduation.		\$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.