

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahyoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Dewey Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21st Century After School Programs

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Dewey Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Dewey Academy
CDS Code: 1612590132688
Principal: Robin Glover
Date of this revision: 6/10/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Robin Glover	Position: Principal
Address: 1111 Second Avenue Oakland, CA 94606	Telephone: 510-874-3660 Email: robin.glover@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Dewey Academy

Site Number: 310

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single 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 Single 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: 5/19/16

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

- | | | |
|---|--|---|
| <input type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|--|---|

Signatures:

<u>ROBIN GLOVER</u> Print name of School Principal	<u>Robin Glover</u> Signature	<u>5/19/16</u> Date
<u>Charlene Johnson</u> Print name of SSC Chairperson	<u>Charlene Johnson</u> Signature	<u>5/19/16</u> Date
<u>Lucia Moritz</u> Print name of Network Superintendent	<u>Lucia Moritz</u> Signature	<u>5/20/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>Ruth Alahydoian</u> Signature	<u>5-31-16</u> Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

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 SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
9/24/2015	SSC	Training, establishment and responsibilities of the SSC
10/12/2015	ILT	Conducted ILT work session to help with teacher organization, strategies on goals to increase EL SRI, SBAC scores.
2/18/2016	SSC	Budget review approval of title 1 funds for the 2016-2017 budget
5/19/2016	SSC	Review and approval of SPSA.

2016-2017 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$242,108.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$0.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$242,108.01	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$29,922.51	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$767.03	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$241,310.40	TBD
TOTAL:	\$271,999.94	\$0.00

ABOUT THIS SCHOOL

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 were 17 or older 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, making available to students an educational experience where they are not only well known and cared for but 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.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	55.8%	44.2%		26.7%

	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		4.2%	4.2%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	32.1%	1.2%	9.7%	53.9%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.0%	0.6%	1.2%	1.2%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Credit Acceleration via APEX: Students have accelerated their credit recovery via online APEX courses.	Academics: 98% of students enter Dewey below grade level in math and English. Over 50% of students enter with an SRI score below grade level. Credits: The majority of students are below on credits. Attendance: The majority of students have a poor track record of attending school regularly.	Students coming in older and far behind in credits

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Student Interest in College Courses: Dewey students are interested in college and gaining college credit. As such, several students are currently enrolled in Dewey's pilot concurrent enrollment program.	College Bridging: While all students apply for community college as part of their senior project, only a handful of graduates register or attend community college. College & Career Soft Skills: Graduates need to develop stronger soft/interpersonal skills to navigate and succeed in career and higher education.	nothing built for transition, such courses to enroll in post secondary schools and or careers.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
SEL: Students demonstrate strong relationship skills, social skills, and self-awareness in large part by utilizing SEL and restorative justice practices.	Attendance: Students have low attendance rates. SEL: Students need to continue to develop self-management and responsible decision-making skills.	Lack of motivation. Identity around school. Transportation. Students so far behind they cannot catch up. Little family support.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
ELD: ELL students demonstrate higher English language proficiency as demonstrated by CELDT results and higher reclassification. Academic Discourse: Students are participating more in class and in verbal academic discourse. Writing: Students are producing more writing than before.	Reading Proficiency: Students come multiple years below in SRI level and need intensive reading writing support	Teacher perception of student abilities.

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Increase by 5% the number of Dewey students graduating in the 2015-16 school year (Related to LCAP Goal 1: Graduates are college and career ready.)
- 5% increase in ELA CAHSEE passage rate in the 2015-16 school year (Related to LCAP Goal 3: Students are reading at or above grade level.)
- 5% increase in ADA in the 2015-16 school year (Related to LCAP Goal 5: Students are engaged in school everyday.)
- 5% Decrease Chronic Absence rate in the 2015-16 school year (Related to LCAP Goal 5: Students are engaged in school everyday.)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Increase by 5% the number of Dewey students graduating in the 2016-17 school year	1: Graduates are college and career ready.	Increase by 5% the number of Dewey students graduating in the 2015-16 school year
Post-Secondary Readiness:	Increase the amount of students that graduate with college credit and work experience.	1: Graduates are college and career ready.	Increase by 5% the number of Dewey students graduating in the 2015-16 school year
Climate and Culture:	Decrease the chronic absenteeism rate by 5%	5: Students are engaged in school everyday.	5% Decrease Chronic Absence rate in the 2015-16 school year
Rigorous Academics:	Increase by 5% the amount of students who have demonstrated growth on the SRI	5: Students are engaged in school everyday.	5% increase in ELA CAHSEE passage rate in the 2015-16 school year

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students	75%	80%	1: Graduates are college and career ready.	Graduation Rate
Post-Secondary Readiness:	Concurrent Enrollment	All Students	4%	10%	1: Graduates are college and career ready.	Number of Students Enrolling in Two-Year Colleges
Climate and Culture:	Social Emotional Learning	All Students	80%	80%	5: Students are engaged in school everyday.	Culture/Climate: Student
Rigorous Academics:	SRI	All Students	35.2%	40.2%	5: Students are engaged in school everyday.	SRI

School Theory of Action

If Dewey has writing across the curriculum inclusive of reading strategies then the school will have an increase by 5% the amount of students who have demonstrated growth on the SRI. If Dewey uses the parent liaison to educate family on attendance data and give strategies on how to better student attendance and if the school has attendance assemblies for improved attendance bi weekly Dewey will decrease the chronic absenteeism by 5%. If Dewey grows out the Health/Fitness/Bridging Pathway, implements our certificate courses and continues to grow dual enrollment and work based learning then the school will increase the amount of students completing dual enrollment courses by 6%.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	Increase by 5% the amount of students who have demonstrated growth on the SRI	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

Culture & Climate Improvement Strategy:	<p>Advisory, Soft Skills Development, and Attendance: Create an advisory program where the extended day staff and core Dewey staff co-teach focusing on soft skill development. Staff will be focused on tracking the attendance of a specific group of students in their advisory through leveraging SEL supports. Attendance Prep: A monthly block of time will be built into the schedule for teachers to follow up with students on attendance and supports for them. Parent Communication around Attendance: Parent Liaison thru Safe Passages work to inform parents about attendance data and give strategies on how to better student attendance. Attendance Assemblies: Hold attendance assemblies for improved attendance bi-weekly.</p>	<p>Decrease the chronic absenteeism rate by 5%</p>	<p>Personalized Student Support</p>	<p>Personalized Student Support</p>
Pathway Development/Implementation Strategy:	<p>Expand Health and Fitness Pathway courses and education: Provide an Health and Fitness pathway class, soft skills advisory, CPR certificate courses, and concurrent and dual enrollment courses.</p>	<p>Increase the amount of students completing dual-enrollment courses by 6%.</p>	<p>Program of Study & Master Scheduling</p>	<p>Personalized Student Support</p>
New or Emerging Design Feature #1:	<p>Bridge to community college with our students that includes dual and concurrent enrollment as a key strategy. We want to create opportunities to enter into the trade schools.</p>	<p>Increase the amount of students completing dual-enrollment courses by 6%.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Equity/Access/Achievement</p>
New or Emerging Design Feature #2:	<p>Work Based Learning is going to build out internships, develop soft skills, and develop a course that addresses resume writing, soft skills, interenship management.</p>	<p>Increase the amount of students that graduate with college credit and work experience, more specifically: Career Exploration Visits, College Exploration Visits, internships, etc.</p>	<p>Work-Based Learning</p>	<p>Work-Based Learning</p>
New or Emerging Design Feature #3:	<p>Advisory (extended learning and soft skill development) and develop a Expanded Learning Time for students and between 5th period and expanded learning for the whole school. We will develop a curriculum that addresses absenteeism, self reflective tools and tracking, with the expanded learning teacher.</p>	<p>Decrease the chronic absenteeism rate by 5%</p>	<p>Personalized Student Support</p>	<p>Equity/Access/Achievement</p>

Established Signature Element #1:	Expanded Learning Internships	Decrease the chronic absenteeism rate by 5%	Work-Based Learning	School Leadership & School Vision
Established Signature Element #2:	health and fitness CTE course	Decrease the chronic absenteeism rate by 5%	Program of Study & Master Scheduling	School Leadership & School Vision
Established Signature Element #3:	RJ/SEL practices, including differentiated supports for Foster and Homeless youth.	Decrease the chronic absenteeism rate by 5%	Personalized Student Support	Equity/Access/Achievement

SCHOOLWIDE PRACTICES

Select Key Practices:

- Hire two tutors/case managers to provide intensive literacy support and case management.
- Hire 1.0 FTE Work-Based Learning Specialist to develop, build, and coordinate dual enrollment and concurrent enrollment programming, which also includes indentifying acceleration strategies for students who are identified as GATE; develop and coordinate WBL experiences: work shadowing, work mentorships, weekend certification opportunities, and career exploration visits in partnership with the Pathway Lead Teacher and Expanded Learning Site Director.
- Provide Internship Stipends to students involved in Work-Based Learning experiences.
- Provide 0.4 FTE to Pathway Lead Teacher to provide an additional section of the Health and Fitness Pathway class and act as a teacher liaison and support to Work-Based Learning program and College Early Exposure/Experience and Transition Program, with the WBL and CT Specialist.
- Provide Weekend Certification Workshops (WCW) such as: CPR, database, Food Safety certification where students receive training that develop career connected skills and certification so they are better prepared and are more competitive in the job market.
- Expand College and Career Exploration Visits to more students.
- Pay for student books, supplies, and fees for Dual Enrollment and Concurrent Enrollment classes.
- Provide for mentorship/guest speaker honorariums, acknowledgments, gifts, food, parking, etc to develop and maintain good relationships and program.

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$10,000.00	21st Century	after school enrichment	Advisory (extended learning and soft skill development) and develop a Expanded Learning Time for students and between 5th period and expanded learning for the whole school. We will develop a curriculum that addresses absenteeism, self reflective tools and tracking, with the expanded learning teacher.	A1.6: After School Programs	1120	n/a	n/a	n/a	310-1	310
\$1,000.00	21st Century	after school enrichment	Work Based Learning is going to build out internships, develop soft skills, and develop a course that addresses resume writing, soft skills, interenship management.	A1.6: After School Programs	4300	n/a	n/a	n/a	310-2	310
\$230,310.40	21st Century	after school enrichment	Work Based Learning is going to build out internships, develop soft skills, and develop a course that addresses resume writing, soft skills, interenship management.	A1.6: After School Programs	5825	n/a	n/a	n/a	310-3	310
\$11,835.94	General Purpose Discretionary	Community School Manager	RJ/SEL practices	A6.1: Parent / Guardian Leadership Development	n/a	PROGRAMMANAGERCOMM UNITYSCHOOLS	PMCMSC9999	0.1	310-4	310
\$9,281.18	General Purpose Discretionary	Hire a Stip Sub	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A1.3: A-G Completion	n/a	TEACHER STIP	TCSTIP9999	0.19	310-5	310
\$7,000.00	General Purpose Discretionary	Stipends	Work Based Learning is going to build out internships, develop soft skills, and develop a course that addresses resume writing, soft skills, interenship management.	A1.1: Pathway Programs	1120	n/a	n/a	n/a	310-6	310
\$10,000.00	General Purpose Discretionary	Substitutes	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A1.3: A-G Completion	1150	n/a	n/a	n/a	310-7	310
\$1,000.00	General Purpose Discretionary	Clerical/Custodian OT	RJ/SEL practices	A5.3: School Facilities	2225	n/a	n/a	n/a	310-8	310
\$5,000.00	General Purpose Discretionary	Books Not Textbooks	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	310-9	310
\$18,164.07	General Purpose Discretionary	Supplies	Expand Health and Fitness Pathway courses and education: Provide an Health and Fitness pathway class, soft skills advisory, CPR certificate courses, and concurrent and dual enrollment courses.	A1.1: Pathway Programs	4310	n/a	n/a	n/a	310-10	310
\$13,000.00	General Purpose Discretionary	Refreshments	Expand Health and Fitness Pathway courses and education: Provide an Health and Fitness pathway class, soft skills advisory, CPR certificate courses, and concurrent and dual enrollment courses.	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	310-11	310
\$1,000.00	General Purpose Discretionary	Computer Supplies	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A3.2: Reading Intervention	4315	n/a	n/a	n/a	310-12	310
\$23,000.00	General Purpose Discretionary	Surplus	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A1.3: A-G Completion	4399	n/a	n/a	n/a	310-13	310

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$2,000.00	General Purpose Discretionary	Equipment	Expand Health and Fitness Pathway courses and education: Provide an Health and Fitness pathway class, soft skills advisory, CPR certificate courses, and concurrent and dual enrollment courses.	A1.1: Pathway Programs	4410	n/a	n/a	n/a	310-14	310
\$8,508.82	General Purpose Discretionary	Furniture	Expand Health and Fitness Pathway courses and education: Provide an Health and Fitness pathway class, soft skills advisory, CPR certificate courses, and concurrent and dual enrollment courses.	A1.1: Pathway Programs	4432	n/a	n/a	n/a	310-15	310
\$3,900.00	General Purpose Discretionary	Equipment Maintenance	Expanded Learning Internships	A1.1: Pathway Programs	5610	n/a	n/a	n/a	310-16	310
\$45,000.00	General Purpose Discretionary	Counselor	Bridge to community college with our students that includes dual and concurrent enrollment as a key strategy. We want to create opportunities to enter into the trade schools.	A1.3: A-G Completion	5732	n/a	n/a	n/a	310-17	310
\$13,054.00	General Purpose Discretionary	AAMA	RJ/SEL practices	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733	n/a	n/a	n/a	310-18	310
\$15,719.00	General Purpose Discretionary	Computer Tech	Work Based Learning is going to build out internships, develop soft skills, and develop a course that addresses resume writing, soft skills, interenship management.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5737	n/a	n/a	n/a	310-19	310
\$45,000.00	General Purpose Discretionary	Consultants	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A1.3: A-G Completion	5825	n/a	n/a	n/a	310-20	310
\$9,645.00	General Purpose Discretionary	External Work Orders (Graduation)	Bridge to community college with our students that includes dual and concurrent enrollment as a key strategy. We want to create opportunities to enter into the trade schools.	A1.3: A-G Completion	5826	n/a	n/a	n/a	310-21	310
\$18,073.87	Measure G (TGDS)	Provide additional academic support for students; provide release time for teachers to complete peer-to-peer observations	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A1.3: A-G Completion	n/a	TEACHER STIP	TCSTIP9999	0.37	310-22	310
\$376.13	Measure G (TGDS)	Professional Development on teacher expectations and lesson plans	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A1.3: A-G Completion	4399	n/a	n/a	n/a	310-23	310
\$9,914.76	Measure N Parcel Tax	Provide additional support for ELL students enrolled in pathway	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1663	0.1	310-24	310
\$3,000.00	Measure N Parcel Tax	Provide Internship Stipends to students involved in Work-Based Learning experiences	Work Based Learning is going to build out internships, develop soft skills, and develop a course that addresses resume writing, soft skills, interenship management.	A1.1: Pathway Programs	1220	n/a	n/a	n/a	310-25	310
\$2,500.00	Measure N Parcel Tax	Pay for student books, supplies, and fees for Dual Enrollment and Concurrent Enrollment classes	Bridge to community college with our students that includes dual and concurrent enrollment as a key strategy. We want to create opportunities to enter into the trade schools.	A1.1: Pathway Programs	4100	n/a	n/a	n/a	310-26	310
\$8,561.48	Measure N Parcel Tax	class furniture for restorative justice circles	RJ/SEL practices	A1.1: Pathway Programs	4310	n/a	n/a	n/a	310-27	310
\$29,744.26	Measure N Parcel Tax	funds for extra stipends for speakers, career and college field trips as needed.	Expand Health and Fitness Pathway courses and education: Provide an Health and Fitness pathway class, soft skills advisory, CPR certificate courses, and concurrent and dual enrollment courses.	A1.1: Pathway Programs	4399	n/a	n/a	n/a	310-28	310

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$120,000.00	Measure N Parcel Tax	Hire two tutors/case managers to provide intensive literacy support and case management; Expand College and Career Exploration Visits to more students and pay for transportation and other associated costs; Provide Weekend Certification Workshops (WCW) such as: CPR, database, Food Safety certification where students receive training that develop career connected skills and certification so they are better prepared and are more competitive in the job market	Expand Health and Fitness Pathway courses and education: Provide an Health and Fitness pathway class, soft skills advisory, CPR certificate courses, and concurrent and dual enrollment courses.	A1.3: A-G Completion	5825	n/a	n/a	n/a	310-29	310
\$21,493.25	Program Investment	Stip Sub to tutor students and to allow teachers to peer observe	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A1.3: A-G Completion	n/a	TEACHER STIP	TCSTIP9999	0.44	310-30	310
\$3,000.00	Program Investment	Teacher Stipends for professional development	Advisory (extended learning and soft skill development) and develop a Expanded Learning Time for students and between 5th period and expanded learning for the whole school. We will develop a curriculum that addresses absenteeism, self reflective tools and tracking, with the expanded learning teacher.	A1.3: A-G Completion	1120	n/a	n/a	n/a	310-31	310
\$602.25	Program Investment	Supplies for classroom instruction	Advisory, Soft Skills Development, and Attendance: Create an advisory program where the extended day staff and core Dewey staff co-teach focusing on soft skill development. Staff will be focused on tracking the attendance of a specific group of students in their advisory through leveraging SEL supports. Attendance Prep: A monthly block of time will be built into the schedule for teachers to follow up with students on attendance and supports for them. Parent Communication around Attendance: Parent Liaison thru Safe Passages work to inform parents about attendance data and give strategies on how to better student attendance. Attendance Assemblies: Hold attendance assemblies for improved attendance bi-weekly.	A1.3: A-G Completion	4310	n/a	n/a	n/a	310-32	310
\$25,788.08	Title I Basic	ELL Instruction	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A4.1: English Learner Reclassification	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2290	0.3	310-33	310
\$4,134.43	Title I Basic	Surplus funds to be allocated by SSC in Fall 2016	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	A1.3: A-G Completion	4399	n/a	n/a	n/a	310-34	310
\$767.03	Title I Parent Participation	Surplus funds to be allocated by SSC in Fall 2016	Bridge to community college with our students that includes dual and concurrent enrollment as a key strategy. We want to create opportunities to enter into the trade schools.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399	n/a	n/a	n/a	310-35	310

School Site Council Membership Roster – High School

School Name: Dewey Academy

School Year: 2015-2016

Chairperson : Charlene Johnson	Vice Chairperson: Kathy Vital
Secretary: Ronald Lucas	*LCAP Parent Advisory Nominee: Astrid Robles
*LCAP EL Parent Advisory Nominee: Astrid Robles	*LCAP Student Nominee: Carlos Palomares Gomez

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Robin Glover	X				
Melne Chappelle		X			
Ronald Lucas		X			
Vicky Stoneham		X			
Johnetta Wimberly		X			
Michell McKnight			X		
Raul Lucas-Ramos					X
Ramon Li					X
Carlos Palomares Gomez					X
Katrina Perris				X	
Kathy Vital				X	
Astrid Robles				X	

Meeting Schedule (day/month/time)	09/24/15, 10/22/15, 11/19/15, 12/17/15, 01/21/16, 02/18/15, 03/17/16, 04/21/16, 05/19/15, 06/2/16 Thursdays @ 3pm.
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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 Parents/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 High School Students

(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.



Dewey Academy

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

Dewey Academy School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- 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

As a parent/guardian or family member I will:

- 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.

Family member signature

As a teacher I will:

- 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 partnerships with 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

Robin Glover

Ms. Robin Glover
Principal

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

Signed on this 17th day of September, 2015.

Title I School Parental Involvement Policy 2015 - 2016

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 (04/23/2015) and will be in effect for the 2015-16 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.

Robin Glover
(Principal's Signature)

04/23/2015
(Date)