

Action Research	Dewey Academy
School:	Dewey Academy
Pathway/s:	Health and Fitness
Outcome Data	Dewey Data Slides
Top 5 Measure N Funding Commitments	Pathway Case Manager, CTE Teacher, Pathway Coach, Partnership with Mentors in Medicine, Student Internships
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	How can we expand our Health and Fitness Linked Learning Pathway into our program of study at Dewey Academy?
What did you discover in the past year? (Please use data to support.)	1) We need more cross curricular PD with Health Pathway Coach to help further infuse pathway themes across the curriculum. 2) We need to provide training for staff and leadership to further grow their understanding of how to integrate Pathway as well as see examples of Health Pathway theme integration. 3) Having a framing of accessible entry points around Wellness helped teachers see how they could integrate Health and Fitness into their classes.
What are you going to do differently or change moving forward?	Engage leadership and staff in more professional development around integrating the Health & Fitness Pathway theme into curriculum and instruction.
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.).

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

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.

Family & Student Engagement

SCHOOL DATA SLIDES

[Dewey Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

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

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using 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."

Instructions:	<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <ul style="list-style-type: none"> • 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? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>
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State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	Currently do not have a graduation rate. Students passing ELA.	Poor Attendance especially 1st period. No data system to track graduation rate based on students who entered Dewey. Students struggle with math completion.	Providing students with Bus passes based on attendance. Develop an internal data tracking system. Increase support for math teachers and students via PD & tutors.
On Track to Graduate (11th Grade)	Students transcripts are reviewed and revised based on Alt Ed Continuation School credits required	Most students come to Dewey Off-Track & have experienced multiple failures.	1:1 conference with Counselor or Administrator for individual educational plan; making sure they understand school policy around attendance and obtaining needed credits.
A-G Completion	Seeing a few students coming in with A-G Compliance	Most students do not come to Dewey on track for A-G Completion.	Meet with Admin & Counselors from comprehensive high schools to devise plan for criteria for enrollment to Alt Ed and specifically Dewey based on our Health Pathway
SBAC ELA	Most students come to Dewey having already taken SBAC.	Many students come to Dewey performing below grade-level standards. Developing students Social and Emotional skills will motivate them to perform at a higher level that's closer to their SRI Reading levels indicate.	Training and equipping teachers with strategies for differentiated learning that include academic discourse and writing with evidence including SEL and RJ practices.
SBAC Math	Most student come to Dewey having already taken SBAC.	Most students come to Dewey performing below grade-level standards	Training and equipping teachers with strategies for differentiated learning that include academic discourse and writing with evidence.

AP Pass Rate/Dual Enrollment Pass Rate	Dewey does not have AP classes.	No AP Courses. Some students do not see the value in the DE classes & do not take advantage. All students do not have an interest in Pathway.	DE Counseling 201 Course to expose students to college and career. Add an additional DE Course.
Pathway Participation/CTE Enrollment*	100% of students are part of the pathway. Dual Enrollment courses aligned with pathway.	Three CTE Teachers but only one (1) aligned with pathway. Students need more opportunities for CTE exposure with CTE aligned teachers.	All students are scheduled into Careers Courses
English Learner Progress	Most students are mainstreamed into classrooms and benefit from mixed learning environment.	Most students come to Dewey performing below grade-level standards. Many are on grade level but lack motivation or have become discouraged.	Training and equipping teachers with strategies for differentiated learning that include academic discourse and writing with evidence.
Suspension Rate	Dewey has a very low suspension rate due to a strong positive climate and culture. Clear expectations and consequences.	Most students use Social Media and cell phone use contributes to this issue.	Students are not to use social media/telephones during school hours. They are informally taught to navigate issues that begin on social media or via communication primarily using cell phones.

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	Increase graduation rate by at least 5% each year and have a 50% graduation rate or higher by June 2021.	Goal 1: Graduates are college and career ready	All Students	TBD	TBD	TBD	Increase Annual Total Student Graduation
On Track to Graduate (11th Grade)	Decrease the percentage of No Mark/No Credit each hexmester/markig period by 5% each year and have an average No Mark/No Credit percentage of 25% or below by June 2021.	Goal 1: Graduates are college and career ready	All Students	Actual MP1: 30.0% MP2: 33.0% MP3: 37.5% MP4: 48.8% MP5: 53.1% MP6: 61.2% Avg: 43.9%	target MP1: 25.0% MP2: 28.0% MP3: 32.5% MP4: 43.8% MP5: 48.1% MP6: 56.2% Avg: 38.9%	target MP1: 20.0% MP2: 23.0% MP3: 27.5% MP4: 38.8% MP5: 43.1% MP6: 51.2% Avg: 33.9%	Increase Annual Total Student Graduation
A-G Completion	NA	NA	NA	NA	NA	NA	NA
SBAC ELA	Increase the percentage of students reading close to, at, or above grade-level by 5% each year and have 35% or more students reading close to, at, or, above grade level.	Goal 3: Students are reading at or above grade level	All Students	Midyear Actual: 18.8% of students close to, at, or above grade level	Midyear Target 23.8% of students close to, at, or above e level Midyear Actual: 27.7% of students close to, at, or above grade level	Midyear Target: 28.8% of students close to, at, or above grade level	Students learn content and prepare for SBAC/SRI using Academic Discourse/Discussion & Writing With Evidence across all subjects
SBAC Math	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.	Goal 2: Students are proficient in state academic standards	All Students	Actual 46.5% for Mark4	target 51.5% for Mark4	target 56.5% for Mark4	Students learn content and prepare for SBAC/SRI using Academic Discourse/Discussion & Writing With Evidence across all subjects
AP Pass Rate	Dewey Academy does not offer AP Classes	NA	NA	NA	NA	NA	NA

Dual Enrollment Pass Rate	Increase the percentage of students passing Dual Enrollment Courses by 5% each year and have 85% or more of students passing by June 2021.	Goal 1: Graduates are college and career ready	All Students	Actual: 56.3% 79.2% 67.8%	Fall: 61.3% Spring: 84.2% Average: 72.8%	target: 66.3% pring: 89.2% Average: 77.8%	Increase the rate at which students earn credits each year
Pathway Participation/ CTE Enrollment*	Have 90% or more of students participating in pathway by June 2021.	Goal 1: Graduates are college and career ready	All Students	Actual: 93.7%	Actual: 69.3%	Target: 74.3%	Increase Annual Total Student Attendance
English Learner Progress	Increase amount of ELL students reclassified as English Proficient by 5% each year and have 20% or more ELLs reclassified as English Proficient by June 2021.	Goal 4: English learners are reaching English fluency	All Students	Actual: 4.5%	Target: 9.5%	Target: 14.5%	SRI - Each student will increase Lexile score by 50 points each administration
Suspension Rate	Maintain low number of students suspended per year, that is: 0 - 5 students per school year.	Goal 5: Students are engaged in school everyday	All Students	Actual: 2 students suspended	target: 0 - 5 students suspended	arget: 0 - 5 students suspended	Increase Annual Total Student Attendance

School: Dewey Academy

School ID: 310

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.		KEY: 1: <i>Not at all</i> 3: <i>Mostly</i> 2: <i>Somewhat</i> 4: <i>Completely</i>	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/ site leaders consistently demonstrate & 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; Pathway Lead Team established with ongoing weekly standing meetings; focus on Health and Fitness internships and dual enrollment courses	More professional development geared toward the integration of our pathway into core content areas.
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?	2: Somewhat	Leadership aligns leadership bodies, staffing structures, decision-making structures, resource allocation and equity structures around Dewey's Health and Fitness Pathway.	All/Most decisions must be made taking the pathway into consideration and involving all stakeholders' decisions.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	School leaders act as change leaders with pathways as the core driver.	School leaders must teach others to lead with pathways as the core driver.
School Leadership & Vision Goal for 2018-19:	Integrate Health and Fitness Pathway theme into core academic classes and increase student awareness and participation in Dewey's Health & Fitness Pathway.		

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

LANGUAGE & LITERACY

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	Partially Implemented	Somewhat Effective	Rubric created but needs to be revised. School-wide Annotation strategies. Ongoing professional development.

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	Improve average student SRI scores by 5% each year.	All Students	Midyear Actual: 19.3% of students close to, at, or above grade level	Midyear Target: 24.3% of students close to, at, or above grade level	Midyear Target: 29.3% of students close to, at, or above grade level	SRI - Each student will increase Lexile score by 50 points each administration
Common Core	Improve average student SRI scores by 5% each year.	All Students	Midyear Actual: 19.3% of students close to, at, or above grade level	Midyear Target: 24.3% of students close to, at, or above grade level	Midyear Target: 29.3% of students close to, at, or above grade level	SRI - Each student will increase Lexile score by 50 points each administration

THEORY OF ACTION

Theory of Action	Schoolwide practice of annotation- 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			
How are you supporting English Language Learners?	English Language Learners are allowed to use online translators, more time on assignments, and expression in native language (to be later translated).			
How are you building conditions for students and adult learning?	Creating a learning environment that provides examples of learning strategies. Our professional development opportunities showcase teacher strengths that can be used across the curriculum. As a staff, we communicate and have ample team building exercises where we brainstorm ideas for reaching all learners.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	All	All	All	All

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Literacy Strategies: Implement Annotation and read aloud strategies in all content areas; small group instruction, teach in native language where applicable, Read 180 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.	Long-Term English Learners		\$0.00			Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy
Professional Development/Sharing of Best Practices: Showcase teacher success strategies during PD to support teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth.	English Learners		\$0.00			Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners
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	Low-Performing Students	LCFF Supplemental	\$3,000.00	1120		Rigorous Academics	A3.2 Reading Intervention
ELL Literacy Support: Hire a .4 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.	English Learners	Title I: Basic	\$35,766.89	1105, 3000		Rigorous Academics	A4.1 English Learner Reclassification
Title I: Surplus to be allocated in Fall 2018	English Learners	Title I: Basic	\$16,702.11	4399		Rigorous Academics	A4.1 English Learner Reclassification
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.	Low-Performing Students	General Purpose Discretionary	\$40,757.76	1105/3000		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

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.	Low-Performing Students	LCFF Supplemental	\$3,029.60	1105		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Teacher Substitutes: Teacher substitutes to allow release time for teachers to conduct peer observations and attend PDs and conferences to learn best practices	Low-Income Students	LCFF Supplemental	\$3,000.00	1150		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Classified Support Salaries: Pay for classified support to provide additional support during summer learning time	Low-Income Students	LCFF Supplemental	\$1,500.00	2225		Rigorous Academics	A1.5 Summer Learning
Clerical Support Overtime: Pay for clerical support to provide additional support during summer learning time	Low-Performing Students	LCFF Supplemental	\$1,500.00	2425		Rigorous Academics	A1.5 Summer Learning
Benefits for Positions	Low-Performing Students	LCFF Supplemental	\$3,644.37	3000		Rigorous Academics	A1.5 Summer Learning
Meeting Refreshments	Low-Performing Students	LCFF Supplemental	\$13,000.00	4311		Rigorous Academics	A1.1 Pathway Programs
Furniture	Low-Income Students	LCFF Supplemental	\$5,000.00	4432		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Dues and Memberships	Low-Income Students	LCFF Supplemental	\$980.00	5300		Building the Conditions	A1.1 Pathway Programs
Equipment Maintenance Copier	Low-Income Students	LCFF Supplemental	\$9,400.00	5610		Building the Conditions	A1.1 Pathway Programs
Interprogram Duplication	Low-Income Students	LCFF Supplemental	\$2,200.00	5716		Building the Conditions	A1.1 Pathway Programs
Interprogram Postage	Low-Income Students	LCFF Supplemental	\$2,500.00	5724		Building the Conditions	A1.1 Pathway Programs
Interprogram IT Computer Support	Low-Income Students	LCFF Supplemental	\$10,028.00	5737		Building the Conditions	A1.1 Pathway Programs
Postage	Low-Income Students	LCFF Supplemental	\$294.00	5910		Building the Conditions	A1.1 Pathway Programs
Non-Contract Services	Low-Income Students	LCFF Supplemental	\$14,000.00	5826		Building the Conditions	A1.1 Pathway Programs

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	3	3	3+	Fit Fridays, * Dimensions of Wellness, Health Fairs, Professional Development, CEV's, Dual Enrollment Courses aligned with Pathway, Medical Lab Course implementation and installation,
Integrated Core	2	2	2+	Addition of Pathway Content as a section in teacher lesson plans, Professional Development on integrating pathway into Core Content.
Cohort Scheduling	2	2	2+	The addition of new courses that are Pathway aligned. Careers Courses with Cohorts for Foundational Courses (Interview Skills, Financial Literacy, Resume Writing).
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2	2+	2+	Internships are aligned with Pathway, outside partners are guest teachers in classes that are aligned with our Pathway, students are expected to work collaboratively using 21st century skills, course offerings are scaffolded as is individual course content, consistent demonstration of student knowledge by writing with evidence, addition of Learning Lab connected to Pathway; Annotation Reading Strategies school-wide; Pathway theme infused in to Core Content
Collaborative Learning	2	2	2+	Students work in Small Groups to complete projects;
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	2	2	2+	Teachers assigned time during professional development to present best practices; Peer Observations with feedback; during PD teachers share best practices; Best Practices modeled by admin & PD Team during PD
Collaboration Time	2	3	3	Teachers have 6th period built in the master schedule for collaboration and are provided subs for teacher walkthroughs and post-observations; Collaboration occurs during Alt Ed Collaborative on 2nd & 4th Wednesdays.
Professional Learning	3	2	3-	Teachers are scheduled to have 1st and 3rd week on-site PDs and 2nd and 4th week Alt Ed Collaborative PDs

SUMMARY OF 17-18 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?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	Partially Implemented	Somewhat Effective	Rubric created but needs to be revised. A new Professional Development team is being established. Provide ongoing training on instructional strategies during PD.

<p>Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.</p>	Partially Implemented	Somewhat Effective	Professional Development, including Buy Back Day, dedicated to focus on Pathway infusion. Health Pathway Coach meets with Pathway teachers to provide feedback & develop or redesign curriculum. Lesson Plans must include a Pathway focus Point. Fire Dept provides free CPR Certification Training. Dual Enrollment classes added (Kinesiology: Personal Trainer Certification; Health & First Aid).
<p>Health & Fitness CTE Course - Continue to offer several sections of Health & Fitness course to provide focused exposure to Health and Fitness industry to cohorts of students engaging more deeply in ECCO curriculum and regular fitness activities.</p>	Partially Implemented	Somewhat Effective	Fit 4 Life Class implemented by Personal Fitness Trainer. Health & Safety course continues but curriculum being revised. CTE Sports Medicine course being developed. Careers courses designed with an ECCO focus (Resume Writing, Interview Skills, Financial Literacy)

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	100% of Teachers will integrate Health and Fitness into their curriculum or culture.	All Students	TBD	TBD	TBD	Teachers will infuse Health & Fitness Pathway into core content areas
CTE	To have a clear and documented Health and Fitness Pathways.	All Students	TBD	TBD	TBD	85% of students will have a pathway experience
Graduate Capstone/Culminating Experience	100% of graduating seniors will complete their portfolios.	All Students	TBD	TBD	TBD	100% of graduates will complete a senior portfolio and include a pathway component
Course Passage Rates	Decrease the percentage of No Mark/No Credit each hexmester/markin g period by 5% and have an average No Mark/No Credit percentage of 25% or below by June 2021.	All Students	Actual MP1: 30.0% MP2: 33.0% MP3: 37.5% MP4: 48.8% MP5: 53.1% MP6: 61.2% Avg: 43.9%	Target MP1: 25.0% MP2: 28.0% MP3: 32.5% MP4: 43.8% MP5: 48.1% MP6: 56.2% Avg: 38.9%	Target MP1: 20.0% MP2: 23.0% MP3: 27.5% MP4: 38.8% MP5: 43.1% MP6: 51.2% Avg: 33.9%	Increase the rate at which students earn credits each year

THEORY OF ACTION

Theory of Action	If we integrate health and fitness and the 8 Dimensions of Wellness across the curriculum and school culture, then students will be more engaged in all of their classes and in making their own career plan.
How are you supporting English Language Learners?	Teachers are encouraged to use strategies to support ELL learners. These include but are not limited to KWL charts, Think - Pair- Share and various graphic organizers.
How are you building conditions for students and adult learning?	Supporting teachers and motivating students to increase their capacity to apply various learning strategies for understanding core curriculum.

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	All	All	All	All

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Teacher Externships: Teacher externships to deepen teacher understanding and confidence integrating health and fitness into the classroom.	Low-Income Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs
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	Low-Income Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs
PD Scope and Sequence: Develop PD arch for the year to include a strand on pathway integration.	Low-Income Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs
Supplies: Purchase supplies to support rigorous academics	Low-Income Students	LCFF Supplemental	\$32,323.03	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Supplies: Purchase supplies to support rigorous academics	Low-Income Students	General Purpose Discretionary	\$4,202.24	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Pathway Integration: Extended planning time for teachers to integrate the health and fitness theme into their core content curriculum	Low-Performing Students	Measure N	\$8,000.00	1120		Rigorous Academics	A1.1 Pathway Programs
CTE Sequence: Formalizing Health Careers and Sports Medicine Pilot into full class series	Low-Income Students		\$0.00			Career Technical Education	A1.1 Pathway Programs
CTE Integration: Add CEVs for Sports Medicine and other Core Classes	Low-Income Students		\$0.00			Career Technical Education	A1.1 Pathway Programs
CTE Teacher: Hire a Health CTE teacher to ensure all students are able to take sequenced CTE courses as part of the pathway (.02 FTE)	Low-Performing Students	Measure N	\$1,249.66	1105		Career Technical Education	A1.1 Pathway Programs
CTE Teacher: Hire a Health CTE teacher to ensure all students are able to take sequenced CTE courses as part of the pathway (.4 FTE)	Low-Income Students	Measure N	\$24,993.11	1105		Career Technical Education	A1.1 Pathway Programs
CTE Teacher/Case Manager Position Benefits: Benefits associated with the three positions coming out of Measure N and Teacher Stipends	Low-Income Students	Measure N	\$34,104.46	3000		Career Technical Education	A1.1 Pathway Programs
Pathway Coach: Hire a pathway coach to support with pathway development	Low-Income Students	Measure N	\$24,000.00	5708		Building the Conditions	A1.1 Pathway Programs

Dual Enrollment: Purchase textbooks for the Kinesiology A & B Dual-Enrollment Courses	Low-Income Students	Measure N	\$3,000.00	4100		Rigorous Academics	A1.1 Pathway Programs
Health Medical Lab Supplies: Purchase supplies to support the Health and Wellness pathway, along with the buildout of Health Medical Lab	Low-Income Students	Measure N	\$12,000.00	4310		Career Technical Education	A1.1 Pathway Programs
Health Medical Lab Furniture: Purchase furniture that is specific and required to create the Medical Lab Stations in the new Medical Lab	Low-Income Students	Measure N	\$6,000.00	4432		Career Technical Education	A1.1 Pathway Programs
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.	Low-Performing Students	Measure N	\$12,000.00	5200		Building the Conditions	A1.1 Pathway Programs
Pathway Retreats: Pay for classified staff to participate in a pathway design retreat	Low-Income Students	Measure N	\$500.00	2225		Building the Conditions	A1.1 Pathway Programs
Pathway Retreats: Pay for Rentals-Facility for the Pathway Retreats	Low-Income Students	Measure N	\$2,500.00	5624		Building the Conditions	A1.1 Pathway Programs
Expanded Learning Program: Provide an expanded learning program where students have additional opportunities for learning and acceleration through a partnership with EBAC	Low-Income Students	21st Century	\$214,731.00	5825		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	3	3	3+	Dual Enrollment, Concurrent Enrollment, Fit Fridays, Presentations From Outside Partners, Career Exploration Visits, Internships, Career Readiness, mock interviews, resume preparation, job application assistance, college tours and college application assistance
Pathway Outcomes	2+	2+	3	All students have college and career exposure, and gain knowledge to pursue a Health & Fitness Career Option
Pathway Evaluation	2	3	3+	An increase in graduation rates, an increase in access to Health & Fitness career pathways, increase in attendance and increase of students participating in dual enrollment and Peralta Colleges

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Advisory/College & Career Course - Restructure and improve Advisory /College and Career Course. More specifically, having identified teachers focus on one strand (e.g. financial literacy, resume writing, interviewing) throughout the year and having students rotate through those strands every six weeks.	Fully Implemented	Effective	Teachers have developed curriculum, students are rotating through classes. Next Steps: Develop rubric for specific skills upon completion of each course. Add additional classes/courses that are Career Focused. Ongoing Dual Enrollment Course for College and Career Exposure -
Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	Partially Implemented	Somewhat Effective	Dual Enrollment Counseling 201 Course. Dual Enrollment Kinesiology Course: Personal Trainer Certification

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Double the number of student in internships.	All Students	TBD	TBD	TBD	85% of students will have a pathway experience

Career Exploration	85% of Dewey students will have a work based learning experience related into health.	All Students	TBD	TBD	TBD	85% of students will have a pathway experience
Career Preparation	100% graduates will have a viable and realistic career plan by the time they graduate.	All Students	TBD	TBD	TBD	85% of students will have a pathway experience

THEORY OF ACTION

Theory of Action	If we increase the number of opportunities for students to have work based learning experience , then students will be more prepared to transition into college or a career.					
How are you supporting English Language Learners?	Teachers are encouraged to use strategies to support ELL learners. These include but are not limited to KWL charts, Think - Pair- Share and various graphic organizers.					
How are you building conditions for students and adult learning?	Supporting teachers and motivating students to increase their capacity to apply various learning strategies for understanding core curriculum.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	All	All	All	All		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Creating Conditions for Student Success: Continue to grow relationships for internships focused on Health & Fitness.	African American Students		\$0.00			Work-Based Learning	A1.1 Pathway Programs
Industry Partnerships: Flush out partnership with Alameda Health Services for internships for Dewey Students.	Low-Income Students		\$0.00			Work-Based Learning	A1.1 Pathway Programs
Work-Based Learning Liaison: Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Low-Income Students	Grant	\$80,000.00			Work-Based Learning	A1.1 Pathway Programs
Student Internship Stipends: Issue student stipends as part of the Health & Fitness internship program	Low-Performing Students	Measure N	\$20,000.00	1220		Work-Based Learning	A1.1 Pathway Programs

<p>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</p>	<p>All Students</p>	<p>Measure N</p>	<p>\$5,000.00</p>	<p>4311</p>		<p>Work-Based Learning</p>	<p>A1.1 Pathway Programs</p>
<p>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.</p>	<p>Low-Income Students</p>	<p>Measure N</p>	<p>\$29,654.19</p>	<p>5825</p>		<p>Work-Based Learning</p>	<p>A1.1 Pathway Programs</p>

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
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	3	2+	3	Senior Portfolio requires FAFSA, college application support & other components, College & Career Plan, Dual Enrollment Classes, College Counselor, Peralt Colleges partnership, College & Career Exploration visits

SUMMARY OF 17-18 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?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Dewey Palooza - Restructure and improve Dewey's student and family orientation. Create an engaging, and welcoming school enrollment/orientation fair that exposes students and families to all the pathway opportunities that Dewey provides.	Partially Implemented	Somewhat Effective	Restructured orientation to include: Student presentation, community soup, 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.	Not Implemented	No Impact/Not Effective	Removed Advisory portion from Careers Courses. To be revised and reintroduced in 2018-2019 as part of the Careers Course.

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	100% of Dewey students will have an advisor to support their development of a graduation plan.	All Students	TBD	TBD	TBD	100% of graduates will complete a senior portfolio and include a pathway component
College Access	100% of Dewey students will have an advisor to support their development of a graduation plan.	All Students	TBD	TBD	TBD	100% of graduates will complete a senior portfolio and include a pathway component

Differentiated Interventions	100% of seniors will have had a "Next Step" coaching conversation with a caring adult.	All Students	TBD	TBD	TBD	100% of graduates will complete a senior portfolio and include a pathway component
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THEORY OF ACTION

Theory of Action	If we focus our efforts on increasing one on one/mentorship supports for students, then 100% of graduating seniors will be confident in their next steps after graduating from Dewey Academy					
How are you supporting English Language Learners?	Teachers are encouraged to use strategies to support ELL learners. These include but are not limited to KWL charts, Think - Pair- Share and various graphic organizers.					
How are you building conditions for students and adult learning?	Supporting teachers and motivating students to increase their capacity to apply various learning strategies for understanding core curriculum.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	All	All	All	All		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Recovery Time: Change "Seat" time to "Recovery" Time as it links to school theme of Health and Fitness. Review structure and systems for "Recovery" Time to improve the systems and culture of student "recovery" time to help students complete incomplete coursework due to absences.	Low-Performing Students		\$0.00			Comprehensive Student Supports	A1.1 Pathway Programs
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.	Foster Youth		\$0.00			Comprehensive Student Supports	A2.2 Social Emotional Learning
Communication: Build school/pathway brochure to increase student, parent, and family engagement.	All Students		\$0.00			Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops

Comprehensive Transcript Review: Develop transcript evaluation system linked to Aries that can happen with students during advisory.	Low-Performing Students		\$0.00			Comprehensive Student Supports	A1.1 Pathway Programs
RJ Training: Ongoing training for staff and students on Restorative Justice strategies.	Latino Students		\$0.00			Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Post Secondary Transition Support: Keep campus open for graduates to come back if they need extra support.	Low-Income Students		\$0.00			Comprehensive Student Supports	A1.1 Pathway Programs
Pathway Case Manager: Hire a 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	African American Males	Measure N	\$55,849.58	2405		Comprehensive Student Supports	A1.1 Pathway Programs
Title I Parent Participation: Surplus to be allocated in Fall 2018	English Learners	Title I: Parent Participation	\$1,290.00	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops
Counselor: Hire a .5 FTE counselor to provide additional academic and counseling support	Low-Income Students	LCFF Supplemental	\$51,450.00	5732		Comprehensive Student Supports	A1.1 Pathway Programs
AAMA Manhood Development: Provide an AAMA Manhood Development teacher for wraparound supports	African American Males	LCFF Supplemental	\$22,991.00	5737		Comprehensive Student Supports	A2.2 Social Emotional Learning

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

School: Dewey Academy

School ID: 310

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Grant Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$214,731.00	\$214,731.00	\$0.00	Perkins	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Atlantic Philanthropies	\$50,625.00	\$0.00	\$50,625.00
General Purpose Discretionary	\$44,960.00	\$44,960.00	\$0.00	California Partnership Academy	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$179,840.00	\$179,840.00	\$0.00	Intel	\$0.00	\$0.00	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	TOTAL	\$50,625.00	\$0.00	\$50,625.00
Title I: Basic	\$52,469.00	\$52,469.00	\$0.00				
Title I: Parent Participation	\$1,290.00	\$1,290.00	\$0.00				
Measure N	\$203,023.00	\$238,851.00	-\$35,828.00				
TOTAL	\$696,313.00	\$732,141.00	-\$35,828.00				

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway (if relevant)	Budget Action Number
Literacy Strategies: Implement Annotation and read aloud strategies in all content areas; small group instruction, teach in native language where applicable, Read 180 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.	Long-Term English Learners		\$0.00			Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy		
Professional Development/Sharing of Best Practices: Showcase teacher success strategies during PD to support teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth.	English Learners		\$0.00			Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners		
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	Low-Performing Students	LCFF Supplemental	\$3,000.00	1120		Rigorous Academics	A3.2 Reading Intervention		

ELL Literacy Support: Hire a .4 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.	English Learners	Title I: Basic	\$35,766.89			Rigorous Academics	A4.1 English Learner Reclassification		
Title I: Surplus to be allocated in Fall 2018	English Learners	Title I: Basic	\$16,702.11	4399		Rigorous Academics	A4.1 English Learner Reclassification		
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.	Low-Performing Students	General Purpose Discretionary	\$40,757.76			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
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.	Low-Performing Students	LCFF Supplemental	\$3,029.60	1105		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Teacher Substitutes: Teacher substitutes to allow release time for teachers to conduct peer observations and attend PDs and conferences to learn best practices	Low-Income Students	LCFF Supplemental	\$3,000.00	1150		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS		
Classified Support Salaries: Pay for classified support to provide additional support during summer learning time	Low-Income Students	LCFF Supplemental	\$1,500.00	2225		Rigorous Academics	A1.5 Summer Learning		
Clerical Support Overtime: Pay for clerical support to provide additional support during summer learning time	Low-Performing Students	LCFF Supplemental	\$1,500.00	2425		Rigorous Academics	A1.5 Summer Learning		
Benefits for Positions	Low-Performing Students	LCFF Supplemental	\$3,644.37	3000		Rigorous Academics	A1.5 Summer Learning		
Meeting Refreshments	Low-Performing Students	LCFF Supplemental	\$13,000.00	4311		Rigorous Academics	A1.1 Pathway Programs		
Furniture	Low-Income Students	LCFF Supplemental	\$5,000.00	4432		Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
Dues and Memberships	Low-Income Students	LCFF Supplemental	\$980.00	5300		Building the Conditions	A1.1 Pathway Programs		
Equipment Maintenance Copier	Low-Income Students	LCFF Supplemental	\$9,400.00	5610		Building the Conditions	A1.1 Pathway Programs		
Interprogram Duplication	Low-Income Students	LCFF Supplemental	\$2,200.00	5716		Building the Conditions	A1.1 Pathway Programs		
Interprogram Postage	Low-Income Students	LCFF Supplemental	\$2,500.00	5724		Building the Conditions	A1.1 Pathway Programs		
Interprogram IT Computer Support	Low-Income Students	LCFF Supplemental	\$10,028.00	5737		Building the Conditions	A1.1 Pathway Programs		
Postage	Low-Income Students	LCFF Supplemental	\$294.00	5910		Building the Conditions	A1.1 Pathway Programs		
Non-Contract Services	Low-Income Students	LCFF Supplemental	\$14,000.00	5826		Building the Conditions	A1.1 Pathway Programs		

Teacher Externships: Teacher externships to deepen teacher understanding and confidence integrating health and fitness into the classroom.	Low-Income Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs		
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	Low-Income Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs		
PD Scope and Sequence: Develop PD arch for the year to include a strand on pathway integration.	Low-Income Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs		
Supplies: Purchase supplies to support rigorous academics	Low-Income Students	LCFF Supplemental	\$32,323.03	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
Supplies: Purchase supplies to support rigorous academics	Low-Income Students	General Purpose Discretionary	\$4,202.24	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
Pathway Integration: Extended planning time for teachers to integrate the health and fitness theme into their core content curriculum	Low-Performing Students	Measure N	\$8,000.00	1120		Rigorous Academics	A1.1 Pathway Programs		
CTE Sequence: Formalizing Health Careers and Sports Medicine Pilot into full class series	Low-Income Students		\$0.00			Career Technical Education	A1.1 Pathway Programs		
CTE Integration: Add CEVs for Sports Medicine and other Core Classes	Low-Income Students		\$0.00			Career Technical Education	A1.1 Pathway Programs		
CTE Teacher: Hire a Health CTE teacher to ensure all students are able to take sequenced CTE courses as part of the pathway (.02 FTE)	Low-Performing Students	Measure N	\$1,249.66	1105		Career Technical Education	A1.1 Pathway Programs		
CTE Teacher: Hire a Health CTE teacher to ensure all students are able to take sequenced CTE courses as part of the pathway (.4 FTE)	Low-Income Students	Measure N	\$24,993.11	1105		Career Technical Education	A1.1 Pathway Programs		
CTE Teacher/Case Manager Position Benefits: Benefits associated with the three positions coming out of Measure N and Teacher Stipends	Low-Income Students	Measure N	\$34,104.46	3000		Career Technical Education	A1.1 Pathway Programs		
Pathway Coach: Hire a pathway coach to support with pathway development	Low-Income Students	Measure N	\$24,000.00	5708		Building the Conditions	A1.1 Pathway Programs		
Dual Enrollment: Purchase textbooks for the Kinesiology A & B Dual-Enrollment Courses	Low-Income Students	Measure N	\$3,000.00	4100		Rigorous Academics	A1.1 Pathway Programs		
Health Medical Lab Supplies: Purchase supplies to support the Health and Wellness pathway, along with the buildout of Health Medical Lab	Low-Income Students	Measure N	\$12,000.00	4310		Career Technical Education	A1.1 Pathway Programs		
Health Medical Lab Furniture: Purchase furniture that is specific and required to create the Medical Lab Stations in the new Medical Lab	Low-Income Students	Measure N	\$6,000.00	4432		Career Technical Education	A1.1 Pathway Programs		

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.	Low-Performing Students	Measure N	\$12,000.00	5200		Building the Conditions	A1.1 Pathway Programs		
Pathway Retreats: Pay for classified staff to participate in a pathway design retreat	Low-Income Students	Measure N	\$500.00	2225		Building the Conditions	A1.1 Pathway Programs		
Pathway Retreats: Pay for Rentals-Facility for the Pathway Retreats	Low-Income Students	Measure N	\$2,500.00	5624		Building the Conditions	A1.1 Pathway Programs		
Expanded Learning Program: Provide an expanded learning program where students have additional opportunities for learning and acceleration through a partnership with EBAC	Low-Income Students	21st Century	\$214,731.00	5825		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Creating Conditions for Student Success: Continue to grow relationships for internships focused on Health & Fitness.	African American Students		\$0.00			Work-Based Learning	A1.1 Pathway Programs		
Industry Partnerships: Flush out partnership with Alameda Health Services for internships for Dewey Students.	Low-Income Students		\$0.00			Work-Based Learning	A1.1 Pathway Programs		
Work-Based Learning Liaison: Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Low-Income Students	Grant	\$80,000.00			Work-Based Learning	A1.1 Pathway Programs		
Student Internship Stipends: Issue student stipends as part of the Health & Fitness internship program	Low-Performing Students	Measure N	\$20,000.00	1220		Work-Based Learning	A1.1 Pathway Programs		
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	All Students	Measure N	\$5,000.00	4311		Work-Based Learning	A1.1 Pathway Programs		
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.	Low-Income Students	Measure N	\$29,654.19	5825		Work-Based Learning	A1.1 Pathway Programs		
Recovery Time: Change "Seat" time to "Recovery" Time as it links to school theme of Health and Fitness. Review structure and systems for "Recovery" Time to improve the systems and culture of student "recovery" time to help students complete incomplete coursework due to absences.	Low-Performing Students		\$0.00			Comprehensive Student Supports	A1.1 Pathway Programs		
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.	Foster Youth		\$0.00			Comprehensive Student Supports	A2.2 Social Emotional Learning		

Communication: Build school/pathway brochure to increase student, parent, and family engagement.	All Students		\$0.00			Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops		
Comprehensive Transcript Review: Develop transcript evaluation system linked to Aries that can happen with students during advisory.	Low-Performing Students		\$0.00			Comprehensive Student Supports	A1.1 Pathway Programs		
RJ Training: Ongoing training for staff and students on Restorative Justice strategies.	Latino Students		\$0.00			Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Post Secondary Transition Support: Keep campus open for graduates to come back if they need extra support.	Low-Income Students		\$0.00			Comprehensive Student Supports	A1.1 Pathway Programs		
Pathway Case Manager: Hire a 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	African American Males	Measure N	\$55,849.58	2405		Comprehensive Student Supports	A1.1 Pathway Programs		
Title I Parent Participation: Surplus to be allocated in Fall 2018	English Learners	Title I: Parent Participation	\$1,290.00	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops		
Counselor: Hire a .5 FTE counselor to provide additional academic and counseling support	Low-Income Students	LCFF Supplemental	\$51,450.00	5732		Comprehensive Student Supports	A1.1 Pathway Programs		
AAMA Manhood Development: Provide an AAMA Manhood Development teacher for wraparound supports	African American Males	LCFF Supplemental	\$22,991.00	5737		Comprehensive Student Supports	A2.2 Social Emotional Learning		

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	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
On a quarterly basis	Alt Ed Design Labs	Engage Dewey staff and build a shared understanding of Linked Learning and Pathway Development at Bunche.
On a weekly basis	Pathway Standing Meetings	Engage school design team and partner to build a shared understanding of ongoing school programming and student Linked Learning Pathway opportunities and gather input and feedback to improve Dewey's HTR Pathway.
2/2/2018, 3/12/2018	Dewey SPSA Team	Engage school design team to provide input into SPSA.
1/29/2018, 2/26/2018, 3/19/2018	Dewey School Site Council (SSC)	Build shared understanding of SPSA with staff, parents, and community members.
3/16/2018 - 3/17/2018	Alt Ed Design Team Retreat	Build a shared understanding of the SPSA with Dewey Design Team to revisit vision, mission, and key priorities for next year around each of the Linked Learning pillars.
5/21/2018	Dewey School Site Council (SSC)	Build a shared understanding of SPSA with Bunche SSC for their approval.

School WASC Goals				
<i>Length of WASC Accreditation:</i>		<i>Last WASC Self-Study:</i>		<i>Next Full Self-Study:</i>
SCHOOL WASC GOALS				LCAP Goal Category
Increase total number of Dewey students graduating each school year				
Increase the rate at which students earn credits each year				
SRI - Each student will increase Lexile score by 50 points each administration				
Increase ADA by 5% each school year				
Decrease chronic absences by 5% each year				
Teachers will infuse Health & Fitness Pathway into core content areas				
100% of students will be part of the pathway				
85% of students will have a pathway experience				
100% of graduates will complete a senior portfolio and include a pathway component				