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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** December 9, 2020  
**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2020-2021 School Plan for Student Achievement (SPSA) for Dewey Academy

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Dewey Academy



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Dewey Academy  
**CDS Code:** 1612590132688  
**Principal:** Gary Middleton (for Principal on Leave)  
**Date of this revision:** 5/18/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

**Contact:** Gary Middleton  
**Address:** 1111 Second Avenue  
Oakland, CA 94606

**Position:** Executive Director of Alternative Education  
**Telephone:** 510-874-3660  
**Email:** gary.middleton@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2020*

*The District Governing Board approved this revision of the SPSA on: 12/9/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

**School Site:** Dewey Academy

**Site Number:** 310

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                           |
| <input type="checkbox"/> Title I Targeted Assistance Program                  | <input type="checkbox"/> After School Education & Safety Program (ASES)             | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)                     |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)        |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 05/18/20

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

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|---|--|--|

**Signatures:**

Gary Middleton (For Principal on Leave)

*Gary Middleton*

6/17/2020

*Principal*

Signature

Date

Robert G. Hemmer

*Robert G. Hemmer*

6/18/2020

*SSC Chairperson*

Signature

Date

Lucia Moritz

*Lucia Moritz*

6/18/2020

*Network Superintendent*

Signature

Date

Lisa Spielman

*Lisa Spielman*

6/18/20

*Director, Strategic Resource Planning*

Signature

Date

**2020-21 SPSA ENGAGEMENT TIMELINE**

**School Site:** Dewey Academy

**Site Number:** 310

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
5/18/20	SSC	Review and approval of 20-21 SPSA

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$320,746.00
Total Federal Funds Provided to the School from the LEA for CSI	\$72,450.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$792,650.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$32,736.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$28,000.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$704.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$215,900.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$214,856.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$72,450.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$228,004.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$320,746.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$471,904.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$792,650.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Dewey Academy

**School ID:** 310

**School Description**

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

**School Mission and Vision**

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

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

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

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

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:		Priority Strengths	Root Causes of Strengths		
<i>College/Career Readiness</i>		100% of students are part of the pathway. Pathway integration is cross-curricular. Dual Enrollment, WRAP, Foundations of Health Science, Health and Safety, Health Fitness, Sports Med Lab Course, and Fit for Life courses all align with pathway.	Build out of CTE Pathway by last year's CTE coach and this year's TSA.		
<i>Focal Student Supports</i>		100% of students are part of the pathway. Pathway integration is cross-curricular. Dual Enrollment, WRAP, Foundations of Health Science, Health and Safety, Health Fitness, Sports Med Lab Course, and Fit for Life courses all align with pathway.	Build out of CTE Pathway by last year's CTE coach and this year's TSA.		
<i>Student/Family Supports</i>		Dewey has a very low suspension rate due to a strong positive climate and culture.	Students and families are clear on expectations and consequences.		
<i>Staff Supports</i>		Professional focused on literacy.	TSAs		
Focus Area:		Priority Challenges	Root Causes of Challenges		
<i>College/Career Readiness</i>		Large array of competing partnerships.	Unclear focus of pathway.		
<i>Focal Student Supports</i>		Chronic absences.	Competing life demands and having yet to experience recent success in high school.		
<i>Student/Family Supports</i>		Chronic absences.	Competing life demands and having yet to experience recent success in high school.		
<i>Staff Supports</i>		Staff climate and culture	Challenges with professional and interpersonal communication; need for calibration to have a shared understanding of respective roles and responsibilities.		
<b>1C: 20-21 STUDENT GOALS &amp; TARGETS</b>					
<b>Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 &amp; 2)</b>					
<b>School Goal for May 2023:</b>		Increase reading proficiency and student re-admission rates back to middle or high school.			
<b>Instructional Focus Goal:</b>		<i>All students graduate college-, career-, and community-ready.</i>			
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>18-19 School Baseline</b>	<b>19-20 School Target</b>	<b>20-21 School Target</b>

Graduation Rate	All Students	+2pp	33.50%	35.50%	37.8%
On Track to Graduate: 9th Grade	All Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable
On Track to Graduate: 11th Grade	All Students	Not Applicable	Not Applicable	Not Applicable	Not Applicable
A-G Completion	All Students	Not Applicable	2.2%	Not Applicable	Not Applicable
<a href="#">College/Career Readiness</a>	All Students	TBD	TBD	TBD	TBD
<b>Instructional Focus Goal:</b>		<i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>			
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>18-19 School Baseline</b>	<b>19-20 School Target</b>	<b>20-21 School Target</b>
SBAC ELA	All Grade 11 Students	+15 points DF3	-174.2	-159.2	-144.2
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	12.0%	17.0%	22.0%
<b>Instructional Focus Goal:</b>		<i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>			
SBAC Math	All Grade 11 Students	+15 points DF3	-230.3	-215.3	-200.3
CAST (Science)	All Grade 11 Students	TBD	1.0%	TBD	TBD
<b>Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 &amp; 4)</b>					
<b>School Goal for May 2023:</b>		Increase reading proficiency.			
<b>Instructional Focus Goal:</b>		<i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>			
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>18-19 School Baseline</b>	<b>19-20 School Target</b>	<b>20-21 School Target</b>
SBAC ELA	Students with Disabilities	+20 points DF3	-273.0	-253.0	-233.0



SBAC ELA	Low Income Students	+20 points DF3	-178.7	-158.7	-138.7
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	47.8%	42.8%	37.8%
<b>Instructional Focus Goal:</b>		<i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>			
SBAC Math	Students with Disabilities	+20 points DF3	-284.0	-264.0	-244.0
SBAC Math	Low Income Students	+20 points DF3	-215.4	-195.4	-175.4
<b>Instructional Focus Goal:</b>		<i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>			
ELL Reclassification	English Learners	Reclassify 16%	4.5%	Reclassify 16%	Reclassify 16%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	4.5%	Reclassify 25%	Reclassify 25%
<b>Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 &amp; 6)</b>					
<b>School Goal for May 2023:</b>		Decrease chronic absences and suspensions.			
<b>Instructional Focus Goal:</b>		<i>All students build relationships to feel connected and engaged in learning.</i>			
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	47.1%	52.1%	57.1%
Suspensions	All Students	-2pp	< 5%	< 5%	< 5%
Suspensions	African-American Students	-2pp	< 5%	< 5%	< 5%
Suspensions	Students with Disabilities	-2pp	< 5%	< 5%	< 5%
Chronic Absence	All Students	-2pp	Not Available	78.0%	76.0%
Chronic Absence	Low-Income Students	-2pp	Not Available	84.9%	82.9%

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

<b>School Goal for May 2023:</b>	Increase staff opportunities for off-site professional development and opportunities to collaborate with staff from other sites, particularly in the Alt Ed Network.
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School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
TBD	Teachers	TBD	TBD	TBD	TBD

**1D: IDENTIFIED NEED**

**Instructions:** Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Unequal teacher pay across districts, with OUSD paying less. To mitigate this impact, we utilize internal networks for recruitment as well as district recruitment vehicles. We also identify candidates committed to serving Oakland, attempt to make up for the salary gaps by providing other opportunities or benefits (e.g. rapid movement on the pay scale, professional development opportunities, leadership opportunities, flexibility, etc).

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

**Instructions:** Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE**

**School:** Dewey Academy

**SPSA Year Reviewed:** 2019-20

**SPSA Link:** [19-20 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)**

**2019-20 Enabling Conditions**

**Related School Goals:**

*Integrate Health and Fitness Pathway theme into core academic classes and increase student awareness and participation in Dewey's Health & Fitness Pathway.*

**Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

***Strategic Action (SA) #1***

Regarding integration of curriculum in to the core academics, this year's focus **was predominantly on integrating Health and Fitness into mathematics**. In 2018-2019, math teacher's did not participate in integration professional development as it was the first year of a new team and they were working to learn the district scope and sequence and align as a team. The strategic action was to have the TSA/Pathway Director work directly with the math team to explore, plan and supplement the integrated algebra/health modules into all of their **Algebra curriculum**.

***Strategic Action (SA) #2***

In an effort to increase overall student awareness, we held school wide events called **Fit Fridays** where the regular school day was paused for a celebration focusing on Health and Fitness. Events were held 4 of the 6 marking periods and included booths supported by community partners, career panels, and health game/competitions. Our third and fourth strategic actions both focused on on increasing student participation.

***Strategic Action (SA) #3***

Given we are a Health pathway with a focus on Patient Care, we held trainings and certified the entire student body and needed staff in **adult and infant CPR**.

***Strategic Action (SA) #4***

In an effort to increase patient care work based learning opportunities and to grow our CTE course opportunitiess, during our third period college and careers block we piloted two new potential CTE courses and internships: **Wellness and Leadership and Home Health Care**. Wellness and Leadership is a 12 week course, held twice a year, based on the principles of Wellness Recovery Action Planning, a research based program listed on the National Registry of Evidence-based Programs and Practices. Developing Wellness and Leadership was a direct result of district Linked Learning Office WRAP training provided in the summer of 2019 for Health Pathway schools. **Wellness and Leadership** gives students an opportunity to explore themselves, grow their wellness toolkit and create plans for how to maintain their mental wellness and plan for crisis. **Home Health Care** is a training and internship program in partnership with Superior Quality Home Health, LLC. In this course, students learn and apply the fundamentals of patient care and client advocacy. They have have an opportunity to become **HIPPA certified** and explore topics from infection control to client transport.

**What evidence do you see that your strategic actions are effective?**

**Evidence for SA #1**

In 2019-2020, Algebra teacher's successfully utilized and supplemented 5 of the 10 health/algebra modules into 100% of Algebra classes. Engaging and empowering a large percentage of the Dewey population as to how Algebra is used to inform, model and predict in many health fields.

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**Evidence for SA #2**

There are greater conversations around campus about careers and pathway due to Fit Friday and career panels. Students and teachers are aware and engaged in Health and fitness activities and it comes up in daily conversation. Overall there is a great hum of our pathway theme more than ever. In a focus group held by SRI, students discussed who makes the best smoothies, the healthy food prepared by Planting Justice, internship opportunities, the careers of their interest and the caring adults who supported them. One comment of note was that students noted they had opportunities at Dewey that they would have been passed over on at their comprehensive high schools.

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**Evidence for SA #3**

47 students and 4 staff were certified in Adult and Infant CPR with over 50 participants in the fall of 2019-2020. Unfortunately due to school closures from the COVID-19 pandemic, we were unable to certify newer students during the spring semester.

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**Evidence for SA #4**

The Wellness and Leadership course resulted in and led to two cohorts reaching over 26 students and 3 student interns. Several students who were pulled from the first cohort, chose to retake the course when the second cohort was offered because they clearly saw the value of the course for their futures. One student actually had his girlfriend do the Vision and Values project during lunch which resulted in her transferring into the course. Also, during the 2019-2020 school year, we held two pilot training classes in home health care supported by our community partner Superior Quality Home Health, LLC. 15 students participated in the class and 8 students received HIPPA certification. From the first class, one student was hired as an employee and one student trained as an intern and after graduation was hired by Superior Quality Home Health, LLC. The second cohort is in progress and will be eligible for internships and hire in the summer of 2020.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

**Evidence for SA #1**

In 2019-2020, Algebra teacher's successfully utilized and supplemented 5 of the 10 health/algebra modules into 100% of Algebra classes. Engaging and empowering a large percentage of the Dewey population as to how Algebra is used to inform, model and predict in many health fields.

**Evidence for SA #2**

There are greater conversations around campus about careers and pathway due to Fit Friday and career panels. Students and teachers are aware and engaged in Health and fitness activities and it comes up in daily conversation. Overall there is a great hum of our pathway theme more than ever. In a focus group held by SRI, students discussed who makes the best smoothies, the healthy food prepared by Planting Justice, internship opportunities, the careers of their interest and the caring adults who supported them. One comment of note was that students noted they had opportunities at Dewey that they would have been passed over on at their comprehensive high schools.

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**2019-20 Language & Literacy Focal Area**

<b>Theory of Change:</b>	Schoolwide Strategies: annotation, one-pager, Assert-Cite-Elaborate (ACE) paragraphs, charts in every class to support writing with evidence, KWL charts, graphic organizers, academic discussions, questioning strategies, sentence stems, paragraph structure, etc.
<b>Related School Goals:</b>	<p>Increase the average distance from standard by <b>5 points for ELA SBAC</b>.</p> <hr/> <p>Increase amount of EL students reclassified as <b>English Proficient</b> by 3% each year and have 20% or more ELLs reclassified as English Proficient by June 2021.</p> <hr/> <p>Increase percentage of students "above or at grade level" for <b>SRI</b> performance by 5% each year and have 25% of students "above or at grade level" for SRI performance level by June 2021.</p> <hr/> <p>Decrease the percentage of students "multiple grade levels below" for <b>SRI</b> performance by 5% each year and have less than 45% of students "multiple grade levels below" on SRI performance by June 2021.</p>

**Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.**

**Assertion-Citation-Evidence (ACE) Paragraph**

We began the year with a review of the school wide strategies of annotation, ACE, and the one pager. Focusing on writing across the curriculum, we first focused on the ACE paragraph.

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**Analyzing Student Work**

After reviewing the fundamentals and models, we created a rubric for a quality ACE paragraph and than began a cycle of inquiry where teachers were asked to implement an ACE paragraph into their unit of study and return with student work to be analyzed.

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**Scaffolding**

After learning where students needed greatest supports in writing a paragraph, teachers were asked to create a structure or strategy that could be applied as a scaffold or support for a student area of need. Following this we completed an additional cycle analyzing student writing using scaffolded supports to write their ACE paragraph.

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**5 Paragraph Essay and Scaffolded Units**

In order to support students ability to write a 5 paragraph essay, we divided up the school year by subject areas to have a deeper dive into writing. Teachers signed up for the marking period and weeks they would spend more time supporting student writing with all teachers except math supporting students writing a 5 paragraph essay. From there, teachers created their units and scaffolds. Each teacher presented their work to their colleagues for feedback and support before presenting the unit to students. The later part of the year, our goal was to examine student writing samples from these units.

[\*Rubric for a Quality ACE paragraph\*](#)

[\*Calendar of Teacher Writing Projects\*](#)

**What evidence do you see that your strategic actions are effective?**

100% disciplines presented a writing project to their colleagues for feedback. Significant writing growth noted amongst students whom teachers had for multiple marking periods (evidence from BTSA student work anlysis focused in writing in Algebra) as well as growth in crtical thinking skills when appropriate scaffolds are created. Students also reference school wide strategies without teacher prompting in non-academic classes (evidence in careers, pilot and CTE classes).

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

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.

Create PD series to support staff integration of Health and Fitness and/or 8 Dimensions of Wellness into core classes.

Continue PD focus on backwards design and integrated lesson planning around the integration of Health Science and Medical Technology Knowledge and Performance Anchor and Patient Care Standards.

Continue PD focus on writing with evidence across the curriculum and build in training on academic discussion.

Formalizing the 3 course CTE sequence--introduction (Health & Fitness/MIMS), concentrator (Health Science Career), capstone (Sports Medicine)

Solidifying the curriculum for the CTE course sequence introduction (Health Science Career Lab), concentrator (Fit for Life--Fitness, Nutrition and Prevention), capstone (Sports Medicine/Therapeutic Services).

Additionally working with Alameda Health Systems to write a G elective course for the Dewey Pathfinder internship at Highland Hospital.

Add health component into the senior portfolio.

Align senior portfolio to 8 dimensions of wellness.

All graduating seniors will create a Senior portfolio that will include career and college goals, mid-point reflection and a graduate exit plan.

Advisory/Careers teachers will lead students in reviewing and tracking individual student attendance weekly.

Advisors will have their third period Advisory/Careers students reflect upon their attendance and its impact on their ability to pass their classes, in order to meet their career and college goals.

### 2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area

**Theory of Change:**

If we integrate health and fitness and the 8 Dimensions of Wellness across the curriculum and school culture, then students will be more engaged in all of their classes and in making their own career plan. If we match the integration of Health Science and Medical Technology standards, goal setting, reflection, and high academic rigor then students will be prepared for their next steps beyond graduation with an exit plan.



<b>Related School Goals:</b>	Increase the percentage of students passing math with a C or better by 5% each year and have 65% or more of students passing with a C or better by 2021.
	Create PD series to support staff integration of Health and Fitness and/or 8 Dimensions of Wellness into core classes.
	Continue PD focus on backwards design and integrated lesson planning around the integration of Health Science and Medical Technology Knowledge and Performance Anchor and Patient Care Standards.
	Continue PD focus on writing with evidence across the curriculum and build in training on academic discussion.
	Formalizing the 3 course CTE sequence--introduction (Health & Fitness/MIMS), concentrator (Health Science Career), capstone (Sports Medicine)
	Solidifying the curriculum for the CTE course sequence introduction (Health Science Career Lab), concentrator (Fit for Life--Fitness, Nutrition and Prevention), capstone (Sports Medicine/Therapeutic Services).
	Additionally working with Alameda Health Systems to write a G elective course for the Dewey Pathfinder internship at Highland Hospital.
	Add health component into the senior portfolio.
	Align senior portfolio to 8 dimensions of wellness.
	All graduating seniors will create a Senior portfolio that will include career and college goals, mid-point reflection and a graduate exit plan.
Advisory/Careers teachers will lead students in reviewing and tracking individual student attendance weekly.	
Advisors will have their third period Advisory/Careers students reflect upon their attendance and its impact on their ability to pass their classes, in order to meet their career and college goals.	
<b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	

**Strategic Action #1**--Regarding integration of curriculum in to the core academics, this year's focus was predominantly on integrating Health and Fitness into mathematics. In 2018-2019, math teacher's did not participate in integration professional development as it was the first year of a new team and they were working to learn the district scope and sequence and align as a team. The strategic action was to have the TSA/Pathway Director work directly with the math team to explore, plan and supplement the integrated algebra/health modules into all of their Algebra curriculum. **Strategic Action #2**--In an effort to increase overall student awareness, we held school wide events called Fit Fridays where the regular school day was paused for a celebration focusing on Health and Fitness. Events were held 4 of the 6 marking periods and included booths supported by community partners, career panels, and health game/competitions. Our third and fourth strategic actions both focused on on increasing student participation. **Strategic Action #3**--Given we are a Health pathway with a focus on Patient Care, we held trainings and certified the entire student body and needed staff in adult and infant CPR. **Strategic Action #4**--In an effort to increase patient care work based learning opportunities and to grow our CTE course opportunitiess, during our third period college and careers block we piloted two new potential CTE courses and internships: Wellness and Leadership and Home Health Care. Wellness and Leadership is a 12 week course, held twice a year, based on the principals of Wellness Recovery Action Planning, a research based program listed on the National Registry of Evidence-based Programs and Practices. Developing Wellness and Leadership was a direct result of district Linked Learning Office WRAP training provided in the summer of 2019 for Health Pathway schools. Wellness and Leadership gives students an opportunity to explore themselves, grow their wellness toolkit and create plans for how to maintain their mental wellness and plan for crisis. Home Health Care is a training and internship program in partnership with Superior Quality Home Health, LLC. In this course, students learn and apply the fundamentals of patient care and client advocacy. They have have an opportunity to become HIPPA certified and explore topics from infection control to client transport.

**What evidence do you see that your strategic actions are effective?**

**Evidence for SA #1**--In 2019-2020, Algebra teacher's successfully utilized and supplemented 5 of the 10 health/algebra modules into 100% of Algebra classes. Engaging and empowering a large percentage of the Dewey population as to how Algebra is used to inform, model and predict in many health fields. **Evidence for SA #2**--There are greater conversations around campus about careers and pathway due to Fit Friday and career panels. Students and teachers are aware and engaged in Health and fitness activities and it comes up in daily conversation. Overall their is a great hum of our pathway theme more than ever. In a focus group held by SRI, students discussed who makes the best smoothies, the healthy food prepared by Planting Justice, internship oportunites, the careers of their interest and the caring adults who supported them. One comment of note was that students noted they had opportunities at Dewey that they would have been passed over on at their comprehensive high schools. **Evidence for SA #3**--47 students and 4 staff were certified in Adult and Infant CPR with over 50 participants in the fall of 2019-2020. Unfortunatley due to school closures from the COVID-19 pandemic, we were unable to certify newer students during the spring semester. **Evidence for SA #4**--The Wellness and Leadership course resulted in and led to two cohorts reaching over 26 students and 3 student interns. Several students who were pulled from the first cohort, chose to retake the course when the second cohort was offered because they clearly saw the value of the course for their futures. One student actually had his girlfriend do the Vision and Values project during lunch which reuslted in her transferring into the coures. Also, during the 2019-2020 school year, we held two pilot training classes in home health care supported by our community partner Superior Quality Home Health, LLC. 15 students participated in the class and 8 students recieved HIPPA certification. From the first class, one student was hired as an employee and one student trained as an intern and after graduation was hired by Superior Quality Home Health, LLC. The second cohort is in progress and will be eligible for internships and hire in the summer of 2020.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

There is a huge need to coordinate effort needed to make sure that data is captured. Systems need to be established so that when teachers hold CEV or field trips that all data is channeled through one person and logged on Aeries. There is also a need to revisit the overall pathway and its opportunities periodically with teachers so that they can continue to work and integrated health and wellness concepts into their curriculum. Moving into our 4th year of school wide focus on the pathway, it would make sense to systemitize monthly pathway meeting, establish working team, and bi-annual advisory board meetings to ensure the pathway susatains its current partnership and pathway growth. Calendaring all important meetings needs to happen before the school year starts so that urgent issues do not distract from long term progress.

**2019-20 Work-Based Learning Focal Area**

<b>Theory of Change:</b>	If we increase the number of opportunities for students to have work based learning experiences, then students will feel more prepared to transition into college or a career.
<b>Related School Goals:</b>	<p><i>Increase work based learning and career exploration experiences in the Careers CTE and core academic class.</i></p> <p><i>Enroll all students into an advisory/career courses.</i></p> <p><i>Orientations will include student survey that includes career/college goals and wellness assessment. Current student data will be collected from Advisory classes.</i></p> <p><i>Student exit plan/Senior portfolio will include a resume, personal statement, work-based learning experience, interview skills, financial literacy plan, and next step career plans.</i></p> <p><i>Increase the number of internship opportunities and WBL opportunities for Dewey students.</i></p>

**Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

**Strategic Action #1**

Regarding integration of curriculum in to the core academics, this year's focus was predominantly on integrating Health and Fitness into mathematics. In 2018-2019, math teacher's did not participate in integration professional development as it was the first year of a new team and they were working to learn the district scope and sequence and align as a team. The strategic action was to have the TSA/Pathway Director work directly with the math team to explore, plan and supplement the integrated algebra/health modules into all of their Algebra curriculum.

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**Strategic Action #2**

In an effort to increase overall student awareness, we held school wide events called Fit Fridays where the regular school day was paused for a celebration focusing on Health and Fitness. Events were held 4 of the 6 marking periods and included booths supported by community partners, career panels, and health game/competitions. Our third and fourth strategic actions both focused on on increasing student participation.

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**Strategic Action #3**

Given we are a Health pathway with a focus on Patient Care, we held trainings and certified the entire student body and needed staff in adult and infant CPR.

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**Strategic Action #4**

In an effort to increase patient care work based learning opportunities and to grow our CTE course opportunitiess, during our third period college and careers block we piloted two new potential CTE courses and internships: Wellness and Leadership and Home Health Care. Wellness and Leadership is a 12 week course, held twice a year, based on the principals of Wellness Recovery Action Planning, a research based program listed on the National Registry of Evidence-based Programs and Practices. Developing Wellness and Leadership was a direct result of district Linked Learning Office WRAP training provided in the summer of 2019 for Health Pathway schools. Wellness and Leadership gives students an opportunity to explore themselves, grow their wellness toolkit and create plans for how to maintain their mental wellness and plan for crisis. Home Health Care is a training and internship program in partnership with Superior Quality Home Health, LLC. In this course, students learn and apply the fundamentals of patient care and client advocacy. They have have an opportunity to become HIPPA certified and explore topics from infection control to client transport.

**What evidence do you see that your strategic actions are effective?**

**Evidence for SA #1**

In 2019-2020, Algebra teacher's successfully utilized and supplemented 5 of the 10 health/algebra modules into 100% of Algebra classes. Engaging and empowering a large percentage of the Dewey population as to how Algebra is used to inform, model and predict in many health fields.

**Evidence for SA #2**

There are greater conversations around campus about careers and pathway due to Fit Friday and career panels. Students and teachers are aware and engaged in Health and fitness activities and it comes up in daily conversation. Overall there is a great hum of our pathway theme more than ever. In a focus group held by SRI, students discussed who makes the best smoothies, the healthy food prepared by Planting Justice, internship opportunities, the careers of their interest and the caring adults who supported them. One comment of note was that students noted they had opportunities at Dewey that they would have been passed over on at their comprehensive high schools.

**Evidence for SA #3**

47 students and 4 staff were certified in Adult and Infant CPR with over 50 participants in the fall of 2019-2020. Unfortunately due to school closures from the COVID-19 pandemic, we were unable to certify newer students during the spring semester.

**Evidence for SA #4**

The Wellness and Leadership course resulted in and led to two cohorts reaching over 26 students and 3 student interns. Several students who were pulled from the first cohort, chose to retake the course when the second cohort was offered because they clearly saw the value of the course for their futures. One student actually had his girlfriend do the Vision and Values project during lunch which resulted in her transferring into the course. Also, during the 2019-2020 school year, we held two pilot training classes in home health care supported by our community partner Superior Quality Home Health, LLC. 15 students participated in the class and 8 students received HIPPA certification. From the first class, one student was hired as an employee and one student trained as an intern and after graduation was hired by Superior Quality Home Health, LLC. The second cohort is in progress and will be eligible for internships and hire in the summer of 2020.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

**Systematic Data Capture**

There is a huge need to coordinate effort needed to make sure that data is captured. Systems need to be established so that when teachers hold CEV or field trips that all data is channeled through one person and logged on Aeries.

**Pathway Integrated Curriculum**

There is also a need to revisit the overall pathway and its opportunities periodically with teachers so that they can continue to work and integrated health and wellness concepts into their curriculum.

**Pathway Meeting and Advisory Board**

Moving into our 4th year of school wide focus on the pathway, it would make sense to systematize monthly pathway meeting, establish working team, and bi-annual advisory board meetings to ensure the pathway sustains its current partnership and pathway growth.

<b>Theory of Change:</b>	If we focus our efforts on increasing one on one/mentorship supports for students, then 100% of graduating seniors will be confident in their next steps after graduating from Dewey Academy
<b>Related School Goals:</b>	<p><i>All graduates will meet with counselor/advisor/mentor to review and develop graduation plan each hexmester. Orientations will include student survey that includes career/college goals and wellness assessment. Current student data will be collected from Advisory classes.</i></p> <p><i>Add a "Next Step Plan" to the senior portfolio where students state their immediate next steps which aligns to their cover letter and resume. Student exit plan/Senior portfolio will include a resume, personal statement, work-based learning experience, interview skills, financial literacy plan, and next step career plans.</i></p> <p><i>Create a system where students have identified an adult they can discuss their career and "Next Step" plans with. The Wellness Assessment will be utilized to determine students mitigating factors which will be utilized by their counselor/advisor/mentor to provide differentiated supports.</i></p>
<b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We have discussed a Wellness Assessment at orientation but did not yet have the opportunity to create and pilot.	
<b>What evidence do you see that your strategic actions are effective?</b>	
As these actions were not fully implemented, we do not have evidence of their effectiveness.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
It makes sense to reassess these goals with the staff and allocate time to accomplish them in the 2020-2021 school year.	
<b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b>	
We added a new english position in the Spring of 2019-20. Lost a stip sub in October 2019. Other than those no other significant differences.	

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Dewey Academy

**School ID:** 310

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

**Draft LCAP Goal 1: All students graduate college, career, and community ready.**

<b>School Priority:</b>	Literacy
<b>School Theory of Change:</b>	If we are able to increase student's capacity to access grade level text in their core content areas, then they will be able to have more opportunities to read, which will in turn improve their SRI lexile scores.
<b>Related School Goal:</b>	Increase student reading and writing proficiency.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Integrate literacy strategies to support students into their core classes.	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Professional development agendas; classroom observations	

**#REF!**

<b>School Priority:</b>	Literacy
<b>School Theory of Change:</b>	If we are able to increase student's capacity to access grade level text in their core content areas, then they will be able to have more opportunities to read, which will in turn improve their SRI lexile scores.
<b>Related School Goal:</b>	Increase student reading and writing proficiency.
<b>Students to be served by these actions:</b>	<i>Students with low-income backgrounds, students with disabilities, and English Language Learners (ELLs).</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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2-1	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Professional development agendas; classroom observations	
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<b>School Priority:</b>	Attendance			
<b>School Theory of Change:</b>	If students are engaged in opportunities in school (CTE and WBL); have positive relationships with office, case managers, and teaching staff; and their is ongoing communication and student attendance/progress monitoring and reporting, students will be more likely to attend school more often and regularly.			
<b>Related School Goal:</b>	Decrease chronic absences.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Updating student data tracker	Communicate expectations to teachers and case managers.	Student data tracker	
3-2	Making phone calls to students' parent(s)/guardian(s)	Communicate expectations to teachers and case managers.	Student data tracker and family communications log.	

<b>#REF!</b>				
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<b>School Priority:</b>	Staff Professional Development			
<b>School Theory of Change:</b>	If staff have opportunities to connect and collaborate with staff from other OUSD high schools in role-alike and discipline-alike groups, then staff learn from colleagues to continue developing/refine professional knowledge and practice.			
<b>Related School Goal:</b>	Increase staff opportunities for off-site professional development and opportunities to collaborate with staff from other sites, particularly in the Alt Ed Network.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?



4-1	Engage in opportunities to collaborate with teachers from OUSD sites, particularly Alt Ed sites.	Engage in opportunities to collaborate with other teachers or off-site professional development.	Professional Development Agendas	
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority:</b>	Literacy
<b>School Theory of Change:</b>	If we are able to increase student's capacity to access grade level text in their core content areas, then they will be able to have more opportunities to read, which will in turn improve their SRI lexile scores
<b>Related Goal(s):</b>	Increase student reading and writing proficiency
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Professional development agendas; classroom observations	

PROPOSED 2020-21 SCHOOL SITE BUDGET

Site Number: 310

School: Dewey Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
EBAYC afterschool Program to provide enrichment activities for all student, provide career development education and workbase opportunities.	\$214,856	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Integrate literacy strategies to support students into their core classes.	310-1
STIP Teacher salary	\$45,148	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	1755	STIP Teacher	0.60	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Integrate literacy strategies to support students into their core classes.	310-2
Surplus	\$37,941	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	310-3
Stipends for teachers to provide staff professional development .	\$4,407	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Integrate literacy strategies to support students into their core classes.	310-4
Substitutes to provide the opportunity for teacher s to attend IEPs, field trips and Student success meetings	\$4,407	General Purpose Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Engage in opportunities to collaborate with other teachers or off-site professional development.	310-5
Supplies	\$11,987	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Integrate literacy strategies to support students into their core classes.	310-6
Maintenance agreement for copies to ensure students have learning materials	\$7,200	General Purpose Discretionary	5610	Equip Maintenance Agreeemt	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Integrate literacy strategies to support students into their core classes.	310-7
FTE for pathway teacher	\$25,180	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Engage in opportunities to collaborate with teachers from OUSD sites, particularly Alt Ed sites.	310-8
Business Manager compensation	\$7,176	LCFF Supplemental	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Communicate expectations to teachers and case managers.	310-9
Supplies	\$24,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Updating student data tracker	310-10
Meeting refreshments to increase parental engagement	\$2,215	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Making phone calls to students' parent(s)/guardian(s)	310-11
Paper	\$2,000	LCFF Supplemental	4350	Paper	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	310-12
Office and classroom equipment	\$2,000	LCFF Supplemental	4410	Equipment < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	310-13
Chromebooks	\$13,000	LCFF Supplemental	4420	Computer < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Integrate literacy strategies to support students into their core classes.	310-14
Conference fees to provide professional development for teachers	\$5,000	LCFF Supplemental	5220	Conference Expense	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Engage in opportunities to collaborate with other teachers or off-site professional development.	310-15

Maintenance agreement for office equipment	\$4,000	LCFF Supplemental	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Integrate literacy strategies to support students into their core classes.	310-16
Graduation supplies	\$3,000	LCFF Supplemental	5620	Rentals (non-capital Leases)	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Engage in opportunities to collaborate with other teachers or off-site professional development.	310-17
Counselor contribution for salary	\$56,595	LCFF Supplemental	5732	Counselor	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Integrate literacy strategies to support students into their core classes.	310-18
S. Foster salary to teach AAMA	\$25,400	LCFF Supplemental	5733	Manhood Development Program, AAMA Facilitator	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Integrate literacy strategies to support students into their core classes.	310-19
IT Contribution	\$8,945	LCFF Supplemental	5737	IT Computer Tech	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Engage in opportunities to collaborate with other teachers or off-site professional development.	310-20
Academic tutors (East Bay Consortium), Contract with New Door, and Mentoring in Medicine and Science	\$35,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	310-21
Stamps for mailings	\$500	LCFF Supplemental	5910	Postage	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Updating student data tracker	310-22
Teacher salary to support pathway support and planning by serving on the ILT, Measure N team and other structures to solidify pathway course of study.	\$10,072	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	310-23
Stipends for partners to provide internships and career development to students to prepare them for the workforce.	\$12,590	Measure N	1220	Certificated Pupil Support Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	310-24
Supplies	\$5,000	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Integrate literacy strategies to support students into their core classes.	310-25
Surplus - Measure N team will allocate to meet the needs of the students	\$135,254	Measure N	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	310-26
Conference fees for Professional development for pathway teachers	\$5,000	Measure N	5200	Travel And Conferences	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	310-27
Pathway coach contribution	\$23,000	Measure N	5708	College & Career Pathway/CTE Coach	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Integrate literacy strategies to support students into their core classes.	310-28
Vendor Superior Quality Home Health \$2k & Student Internship Stipends (through Oakland Ed Fund \$10k)	\$12,000	Measure N	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Engage in opportunities to collaborate with other teachers or off-site professional development.	310-29
Contribution for Pathway Coach	\$30,566	Measure N	2305	Classified Supervisors' and Administrators' Salaries	7761	Coach College/Career Pathways	0.17	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Integrate literacy strategies to support students into their core classes.	310-30
Surplus until SSC meets to decide use	\$32,736	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	310-31
Surplus until SSC meets to decide use	\$704	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Making phone calls to students' parent(s)/guardian(s)	310-32

Supplies for students	\$2,200	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	310-33
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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

## **Title I, Part A School Parent and Family Engagement Policy**

***All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.***

### **Dewey Academy**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

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*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- 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.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

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

### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Dewey will send out meeting notifications regarding monthly SSC meetings to keep families informed of Dewey Academy's Title 1 program.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- 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.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- 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
- General parent workshops throughout the school year.

**OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

**OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

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

**OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

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

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- 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.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- 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.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- 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.

The school provides support for parent and family engagement activities requested by parents by:

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- 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

**Adoption**

This policy was adopted by the Dewey Academy on 09/17/2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before September 30, 2019.**

**Name of Principal**

**Mr. Darrell Ross**

**Signature of Principal**

**Date**

*Please attach the School-Parent Compact to this document.*





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

## **School-Parent Compact**

### **Dewey Academy**

### **2019-20**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2019-20 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Student progress reports are generated every 6 weeks. Parents are invited to contact their students teacher or counselor for information regarding academic progress.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's 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 and Oakland Unified School District's academic assessments. Including alternate assessments.

4) Academic proficiency levels students are expected to achieve (SRI)

- 4) Provide parents reasonable access to staff.**

Parents are welcome to email teachers at any time. Teachers return parents calls when classes are not in session.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Dewey Academy 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.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

New student enrollment includes providing materials and training on improving academic achievement. The trainings continue to through the supplemental educational services presentations, parent conferences.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

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

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Phone/Email messages are sent home via School Messenger in the parents home language.

Dewey also uses "Talking Points" a program which allows communication between parents and staff in the parents home language.

### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- Be involved in and progress in the general education curriculum

### **Student Responsibilities**

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the **Dewey Academy** on 09/18/2019, and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.

**Signature of Principal**

**Date 09/18/2019**



**Strategic Resource Planning**

**2019-20**

**School Site Council Membership Roster – Secondary**

School Name: Dewey Academy Site 310

<b>Chairperson :</b> Mr. Robert Hemmer
<b>Vice Chairperson:</b> Ms. Maura Rios
<b>Secretary:</b> Ms. Cheyenne Pronga

*Place "X" in Appropriate Column*

<b>Member's Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Student</b>
Darrell Ross	X				
Robert Hemmer				X	
Maura Rios				X	
Nidia Ambriz				X	
Cheyenne Pronga		X			
Jamilah Webb			X		
Alea Luken (Alternate Teacher Rep)		X			

Meeting Schedule (day/month/time)	<b>10/28, 11/28, 12/16, 01/27, 02/24, 03/16, 04/2</b>
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**SSC Legal Requirements (EC Sections 65000-65001):**

- Members **MUST** be selected/elected by peer groups;
- There **MUST** be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- High School SSCs MUST have student members; and**
- Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff

**AND**

5 Parents/Community Members *(middle schools only)*

**OR**

5 Parents/Community Members/Students *(middle or high schools)*