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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Dewey Academy

Ask of the Board Approval by the Board of Education of the 2021-2022 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 2021-2022 School Plan for Student Achievement (SPSA) for Dewey Academy



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Dewey Academy
CDS Code: 1612590132688
Principal: Staci Ross-Morrison
Date of this revision: 5/27/2021

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: Staci Ross-Morrison
Address: 1111 Second Avenue
Oakland, CA 94606

Position: Principal
Telephone: 510-874-3660
Email: staci.ross-morrison@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/27/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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 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"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 and 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: _____

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

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

Signatures:

| | | |
|---|--------------------------------------|------------------------|
| <u>Staci Ross-Moerson</u> Principal | <u>[Signature]</u> Signature | <u>5/27/21</u> Date |
| <u>Dwayne Aikens</u> SSC Chairperson | <u>[Signature]</u> Signature | <u>5/27/21</u> Date |
| <u>Matin Abdel-Qawi</u> Network Superintendent | <u>Matin Abdel-Qawi</u> Signature | <u>5/27/21</u> Date |
| <u>Lisa Spielman</u> Director, Strategic Resource Planning | <u>[Signature]</u> Signature | <u>7/1/21</u> Date |

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|------------|---------------------------|---|
| 10/29/2020 | SSC | Dewey Data review , Title 1, Title 4, |
| 11/12/2020 | SSC | Dewey Data review , Title 1, Title 4, SELLS establishment meeting |
| 12/10/2020 | SSC | Dewey Data review and discussion |
| 12/14/2020 | Leadership team/ SOS team | Review of CHKS Survey and demographic data |
| 2/18/2021 | SSC | Dewey Data review and discussion. Title 1 approvals for 20-21 and 21-22 funds |
| 3/18/2021 | SSC | Dewey Data review and discussion |
| 3/25/21 | Leadership/ SOS Team | Review of CHKS Survey and demographic data |
| 4/15/2021 | SSC | Dewey Data review and future planning |
| | | |
| | | |
| | | |

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$26,650.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$68,250.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$528,071.00 |

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) | \$24,375.00 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$25,900.00 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$650.00 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$200,600.00 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0.00 | TBD | Local Control Funding Formula Concentration Grant (LCFF Concentration #0003) | \$0.00 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$1,625.00 | TBD | After School Education and Safety Program (ASES #6010) | \$0.00 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | \$68,250.00 | TBD | Early Literacy Support Block Grant (ELSBG #7812) | \$0.00 | TBD |
| | | | Measure G Library Support (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) | \$206,671.00 | TBD |
| SUBTOTAL OF FEDERAL FUNDING: | \$94,900.00 | \$0.00 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$433,171.00 | \$0.00 |

| | |
|--|---------------------|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$528,071.00 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

| Focus Area: | Priority Strengths | Root Causes of Strengths |
|---------------------------------|--|---|
| <i>College/Career Readiness</i> | Counselor is able to provide individual student supports. A Transition Specialist was hired this year to help students with work based learning opportunities and the creation of transition plans. 100% of students are part of the pathway. Pathway integration is cross-curricular. Foundations of Health Science, Health and Safety, Health Fitness, Sports Med Lab Course, and Fit for Life courses all align with pathway. | Professional development provided to build teachers instructional knowledge to be able to provide instruction during distance learning. Upcoming WASC is allowing new staff to learn about the work that occurred in past years. |
| <i>Focal Student Supports</i> | 100% of students are part of the pathway. COST team ensures individual student needs are met. New case managers will be employed to provide additional supports outside of the classroom. | Pathway integration is visible in all courses. Staff members have focal students which they focus on to ensure the re-engage in learning and/or remain engaged. New incoming and outgoing process are being developed to assist students with building relationships with school staff to ensure a smooth transition. |
| <i>Student/Family Supports</i> | Dewey has a very low suspension rate due to a strong positive climate and culture. | COST Team of many school staff. School staff have prioritized student and family engagement. Multiple means of communication are used to keep community informed. Expectations are clear to all students and parents. |
| <i>Staff Supports</i> | Professional development provided to build teachers instructional | Distance learning created a new need and focus to staff professional development. |
| Focus Area: | Priority Challenges | Root Causes of Challenges |
| <i>College/Career Readiness</i> | Tuning pathway focus and building paths to certification | Time allotted to staff meetings. Lack of a TSA to support the work. |
| <i>Focal Student Supports</i> | Chronic absences affecting all | Needs of students are greater during distance learning and the school has fewer resources to provide student supports. Additionally students have competing responsibilities, connectivity issues |

| | | |
|--------------------------------|---|---|
| <i>Student/Family Supports</i> | Chronic absences due to family/societal issues and mental illness | Difficult engagement during distance learning. Students have a responsibility to provide for themselves financially. |
| <i>Staff Supports</i> | Staff needs time to continue to integrate the pathway theme into the curriculum | Staff at different levels of technology knowledge and time for professional development has been impacted by distance learning. |

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: Increase reading proficiency and student readmission rates back to middle or high school.

Instructional Focus Goal: All students graduate college-, career-, and community-ready.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|----------------------------------|----------------------|-------------------------|----------------------|-----------------------|-----------------------|
| Graduation Rate | All Students | n/a | 35.7% | Spring 2020 Rate + 5% | Spring 2021 Rate + 5% |
| On Track to Graduate: 9th Grade | All Students | n/a | n/a | Not Applicable | Not Applicable |
| On Track to Graduate: 11th Grade | All Students | n/a | 0.0% | Not Applicable | Not Applicable |
| A-G Completion | All Students | n/a | 0.9% | Not Applicable | Not Applicable |
| College/Career Readiness | All Students | n/a | 0% (Spring 2019) | Not Available | Not Available |

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--|----------------------|-------------------------|----------------------|--------------------|--------------------|
| SBAC ELA Distance from Standard Met | All Students | +15 points DF3 | -147.3 (Spring 2019) | -117.3 | -102.3 |
| Reading Inventory (SRI) Growth of One Year or More | All Students | +5pp | 10% (Spring 2019) | 20.0% | 25.0% |

| IAB ELA Above Standard | All Students | n/a | No baseline data available | No baseline data available | No baseline data available |
|--|----------------------|-------------------------|----------------------------|--------------------------------------|----------------------------|
| Curriculum-Embedded Formative Assessments (ELA) | All Students | n/a | No baseline data available | No baseline data available | No baseline data available |
| Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i> | | | | | |
| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| SBAC Math Distance from Standard Met | All Students | +15 points DF3 | -88.6 (Spring 2019) | -200.3 | -185.3 |
| IAB Math Above Standard | All Students | n/a | No baseline data available | No baseline data available | No baseline data available |
| CAST (Science) at or above Standard | All Students | n/a | 0.7% (Spring 2019) | 10.7% | 15.7% |
| Curriculum-Embedded Formative Assessments (Math) | All Students | n/a | No baseline data available | Develop assessment for baseline data | TBD |

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: Increase reading proficiency.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--|----------------------------|-------------------------|-----------------------------------|---|---|
| SBAC ELA Distance from Standard Met | Students with Disabilities | +20 points DF3 | -218.4 (Spring 2019) | -188.0 | -168.00 |
| SBAC ELA Distance from Standard Met | English Learners | +20 points DF3 | -203.5 (Spring 2019) | -163.5 | -143.50 |
| IAB ELA Above Standard | Students with Disabilities | n/a | Not Available/No Scores Available | Not available, no baseline data available | Not available, no baseline data available |
| IAB ELA Above Standard | English Learners | n/a | Not Available/No Scores Available | Not available, no baseline data available | Not available, no baseline data available |
| Reading Inventory (SRI) Multiple Years Below Grade Level | All Students | -5pp | 42.8% | 37.8% | 32.8% |

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--------------------------------------|----------------------------|-------------------------|-----------------------------------|---|---|
| SBAC Math Distance from Standard Met | Students with Disabilities | +20 points DF3 | -254 (Spring 2019) | -200.5 | -180.50 |
| SBAC Math Distance from Standard Met | Low Income Students | +20 points DF3 | -239.9 (Spring 2019) | -199.9 | -179.90 |
| IAB Math Above Standard | Students with Disabilities | n/a | Not Available/No Scores Available | Not available, no baseline data available | Not available, no baseline data available |
| IAB Math Above Standard | Low Income Students | n/a | Not Available/No Scores Available | Not available, no baseline data available | Not available, no baseline data available |

| Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i> | | | | | |
|--|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| ELL Reclassification | English Learners | Reclassify 16% | 4.5% | 9.5% | 14.5% |
| LTEL Reclassification | Long-Term English Learners | Reclassify 25% | 4.5% | 9.5% | 14.5% |

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: Decrease chronic absences

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|-----------------|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| Connectedness | All Students | +5pp | 47.1% | 47.1% | 52.1% |
| Suspensions | All Students | -2pp | 3.0% | n/a | maintain < 5% |
| Suspensions | African-American Students | -2pp | 5.6% | < 5% | < 5% |
| Suspensions | Students with Disabilities | -2pp | 5.6% | < 5% | < 5% |
| Chronic Absence | All Students | -2pp | 79.1% | TBD | TBD |
| Chronic Absence | African-American Students | -2pp | 78.2% | TBD | TBD |
| UCP Complaints | All Students | Not Available | n/a | Not Available | Not Available |

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for May 2024: Increase staff opportunities for professional development and opportunities to collaborate with staff from other sites, particularly in the Alt Ed Network.

| Measure | Target Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--------------------------|--------------|-------------------------|-----------------------------|-----------------------------|-----------------------------|
| Staff Satisfaction on PD | All Staff | n/a | 72.2% | 77.2% | 82.2% |
| Teacher Retention | All Teachers | n/a | Baseline data not available | Baseline data not available | Baseline data not available |

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.

School: Dewey Academy

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready

Literacy

Theory of Change: 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.

Related School Goal: Increase student reading and writing proficiency.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Due to the challenges created by distance learning, we have an increased need to focus on student engagement and staff professional development has focused increasing the technology capacity and knowledge of teachers. We have also an upcoming WASC visit which has also impacted the time we have been able to allot to our literacy focus. We no longer have the 2 TSA positions which impacted the level of support and focus we were able to provide to work on our pathway integration.

What evidence do you see that your practices are effective?

Staff increased use of technology and apps, successful WASC visit and continued pathway development

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.

Once we are on campus and have hired a TSA will continue with our literacy focus with an increased focus on the needs of our ELD students.

20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap

Attendance

Theory of Change: If students are engaged in opportunities in school (CTE and WBL); have positive relationships with office, case managers, and teaching staff; and there is ongoing communication and student attendance/progress monitoring and reporting, students will be more likely to attend school more often and regularly.

Related School Goal: Decrease chronic absences.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Distance learning has made connecting with students more difficult.

What evidence do you see that your practices are effective?

Increased student engagement, transition of students unengaged for multiple years, increased participation and completion in internships and other work based learning opportunities.

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.

Increased focus on student engagement and retention by hiring an Assistant Principal and TSA to be able to provide a more intense focus. We will also work with students to build leadership around student engagement.

20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged Attendance

Theory of Change: If students are engaged in opportunities in school (CTE and WBL); have positive relationships with office, case managers, and teaching staff; and there is ongoing communication and student attendance/progress monitoring and reporting, students will be more likely to attend school more often and regularly.

Related School Goal: Decrease chronic absences.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Without an Assistant principal and a TSA the school team worked together to address attendance by building focal groups of students where each member of the community took on a caseload of students and built relationships to re-engage and maintain engagement small groups of students. A Transitions Specialist was hired to give students additional transition and academic planning. Students also received individual counseling meetings upon entry into the school.

What evidence do you see that your practices are effective?

New students are engaged and progressing toward graduation in greater numbers as the year goes on and our practices improve. Students are building stronger relationships with staff and many unengaged students are engaging presently or have graduated.

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.

It is obvious that the student need is greater than we can presently serve, thus more staff will be hired. 1 full time case manager and a part time case manager will be hired to provide more Tier 2 and 3 supports.

| | | |
|--|--|---|
| 20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff | | Staff will be provided Professional Development to ensure they have the needed skills to support students returning to campus and those choosing to stay on distance learning. |
| Theory of Change: | If staff have opportunities to connect and collaborate with each other and 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. | |
| Related School Goal: | Literacy | |
| Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | | |
| For the 20-21 school year, we made a major shift to distance learning. This changed the needs of the teachers. Teachers received professional development to address their technology needs during the 1st semester. The focus of the 2nd semester was preparing for WASC. | | |
| What evidence do you see that your practices are effective? | | |
| Teachers ability to conduct classes on Zoom, Google Meets, and use various technology platforms like Flipgrid and Google classroom | | |
| 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. | | |
| Once we are back on campus we will resume the pathway and Literacy focus during PD | | |
| 20-21 Conditions for English Language Learners Priority: | | |
| | Literacy | |
| Theory of Change: | 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 | |
| Related School Goal: | Increase student reading and writing proficiency | |
| Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | | |
| Due to the challenges created by distance learning, we have an increased need to focus on student engagement and staff professional development has focused increasing the technology capacity and knowledge of teachers. We have also an upcoming WASC visit which has also impacted the time we have been able to allot to our literacy focus. We no longer have the 2 TSA positions which impacted the level of support and focus we were able to provide to work on our pathway integration. | | |
| What evidence do you see that your practices are effective? | | |
| We see an increase in student engagement over the course of the year, but not much progress in literacy due to the challenges of distance learning | | |
| 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. | | |

We will establish a teacher who will focus on delivering ELD instruction and work to group students by language need. A TSA and Assistant principal will be hired to develop PD for the entire staff to build engagement and connections with the pathway theme. We will also refine our pathway focus in an attempt to build certificate programs that for students to transition into after graduation.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

Many funds went unspent because of the difficulty with performing the activities in distance learning approach.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Dewey Academy

School ID: 310

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):

Increase Annual Student Graduation rates by focusing on literacy and raising literacy rates of students

School Theory of Change:

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.

Related Goal(s):

All students build relationships to feel connected and engaged in learning.

Students to be served by these actions:

All Students

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|--|---|---|---|--|
| 1-1 | Build in time and culture for reading inside and outside of class. Book Clubs | Purchase classroom libraries to help with reading engagement | SRI scores, student grades | | Tier 1 |
| 1-2 | Provide additional teacher support to build in teacher's instructional practices to address the literacy skills of all students and language development for ELLs. ACE Paragraph writing | Hire an Assistant Principal to structure professional development offerings for school staff, with a focus on English Language Learners | Professional development schedule, Professional Development agendas | Staff needs time to continue to integrate the pathway theme into the curriculum | Tier 1 |
| 1-3 | Increased opportunities for literacy development | Development partnership with Oakland Adult to provide language support after school | SRI scores, student grades | | Tier 2 |
| 1-4 | | Assistant Principal hired to lead professional development to address literacy needs of students, address student remediation and learning loss | Student Attendance, suspension rates, studnet | | |
| 1-5 | | TSA hired | Student Attendance, suspension rates, studnet | Chronic absences | Tier 1 |

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

| | |
|--|--|
| School Priority ("Big Rock"): | Increase and improve Academic Discourse in all sub-groups by improving students ability to read, speak and write with evidence |
| School Theory of Change: | 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. |
| Related Goal(s): | All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. |
| Students to be served by these actions: | <i>All Students</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|--|---|--|--|--|
| 2-1 | Class to support students work transitions and work based opportunities | Transition specialist hired | number of students participating in work based opportunities | | |
| 2-2 | Create engaging lessons and pilot co teaching to allow more depth into the pathway focus | Support and guide lesson planning | Teacher lesson plans, students surveys | | |
| 2-3 | Encourage students to participate in competitions and involve the community ie guest poets | Encourage teachers to engage in more community outreach to support the interest of students | | | |
| 2-4 | Train academic mentors to support students learning | Hire academic mentors to support students inside of the classroom as well as after school | Student attendance, student grades, graduation rates | Chronic absences | Tier 2 |

| Goal 3: Students and families are welcomed, safe, healthy, and engaged. | | | | | |
|--|--|--|--|--|--|
| School Priority ("Big Rock"): | | Improve student attendance and increase parent involvement and participation in the school program. | | | |
| School Theory of Change: | | 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. | | | |
| Related Goal(s): | | All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less. | | | |
| Students to be served by these actions: | | <i>All Students</i> | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 3-1 | Teachers build structures into classroom practices that build student attendance | Engage the staff in reviewing and creating grading expectations for student attendance | Increase student engagement, increased attendance and graduation rates | | |
| 3-2 | Review and reinforce school rules each hexamester | Clear expectations for parents during orientation and create a system to engage all new students into individual goal setting meetings. Increased parent education classes to provide needed family support | Increase student engagement, increased attendance and graduation rates | Chronic absences | |
| 3-3 | | Create a student engagement position for students to work with administrators to build engagement | | | |
| 3-4 | | Hire case managers | | | |

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

| School Priority ("Big Rock"): | Support teachers wellness efforts and build community by creating joyful experiences. | | | | |
|--|---|--|----------------------------|--|--|
| School Theory of Change: | 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. | | | | |
| Related Goal(s): | Increase staff opportunities for professional development and opportunities to collaborate with staff from other sites, particularly in the Alt Ed Network. | | | | |
| Students to be served by these actions: | <i>All Students</i> | | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 4-1 | Increased collaboration | Increased staff wellness activities | | | |
| 4-2 | Inform Admin of needs | Unite staff through joyful experiences | | | |
| 4-3 | Participate in professional development as well as teacher directed PD | Create space for increased collaboration | | | |
| 4-4 | | Bring in experts to lead PD | PD Calendar | | |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

| School Priority ("Big Rock"): | Increased literacy rates | | | | |
|--|---|--------------------|----------------------------|--|--|
| School Theory of Change: | 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 | | | | |
| Related Goal(s): | English Learner students continuously develop their language, reaching English fluency in six years or less. | | | | |
| Students to be served by these actions: | <i>English Language Learners</i> | | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |

| | | | | | |
|-----|--|---|--|--|--|
| 5-1 | provide reading at students grade levels | Purchase reading materials at various levels | | | |
| 5-2 | Increased teacher collaboration | provide more collaboration time for staff | | | |
| 5-3 | | Group studentd by literacy levels for English instruction | | | |

PROPOSED 2021-22 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 |
|--|---------------|---|-------------|---|------|------------------------------|------|---|--|----------------------|
| Teacher extended contracts to provide much needed additional learning opportunities to students who are in need of support. | \$ 2,624.12 | Comprehensive Support & Improvement (CSI) Grant | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Participate in professional development as well as teacher directed PD | 310-1 |
| Fund .60 FTE salary for the Career Transition Specialist who is responsible for supporting students in all aspects of career transition readiness, job search skills, job placement success, job retention, and work-based learning experiences. Responsible for providing support once placed into employment, work-based learning, supported employment, career exploration, apprenticeship and post-secondary education enrollment services | \$ 49,809.32 | Comprehensive Support & Improvement (CSI) Grant | 2205 | Classified Support Salaries | 8203 | Career Transition Specialist | 0.60 | Goal 1: All students graduate college, career, and community ready. | Transition specialist hired | 310-2 |
| Case Managers | TBD | Comprehensive Support & Improvement (CSI) Grant | TBD | n/a | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Hire case managers | 310-3 |
| Supplies | \$ 10,900.00 | General Purpose Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Overall support for instructional program | 310-4 |
| Paper | \$ 2,000.00 | General Purpose Discretionary | 4350 | Paper | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Overall support for instructional program | 310-5 |
| Equipment < \$5,000 | \$ 5,000.00 | General Purpose Discretionary | 4410 | Equipment < \$5,000 | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Overall support for instructional program | 310-6 |
| Dues & Memberships | \$ 1,400.00 | General Purpose Discretionary | 5300 | Dues & Memberships | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Overall support for instructional program | 310-7 |
| Equip Maintenance Agreeemt | \$ 8,000.00 | General Purpose Discretionary | 5610 | Equip Maintenance Agreeemt | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Overall support for instructional program | 310-8 |
| Postage | \$ 3,600.00 | General Purpose Discretionary | 5910 | Postage | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Overall support for instructional program | 310-9 |
| Extended Contracts | \$ 30,590.00 | LCFF Supplemental | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Overall support for instructional program | 310-10 |

PROPOSED 2021-22 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 |
|---|---------------|-------------------|-------------|--|------|---------------------------------------|------|---|---|----------------------|
| Sub Time | \$ 11,109.00 | LCFF Supplemental | 1150 | Certificated Teachers: Substitutes | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Participate in professional development as well as teacher directed PD | 310-11 |
| Classified Support Salaries: Overtime | \$ 7,272.00 | LCFF Supplemental | 2225 | Classified Support Salaries: Overtime | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Participate in professional development as well as teacher directed PD | 310-12 |
| Counselor | \$ 51,952.00 | LCFF Supplemental | 2305 | Classified Supervisors' and Administrators' Salaries | 0193 | Counselor | 0.40 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Encourage teachers to engage in more community outreach to support the interest of students | 310-13 |
| School Office Supplies | \$ 23,835.00 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Class to support students work transitions and work based opportunities | 310-14 |
| Meeting Refreshments | \$ 5,000.00 | LCFF Supplemental | 4311 | Meeting Refreshments | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Clear expectations for parents during orientation and create a system to engage all new students into individual goal setting meetings. Increased parent education classes to provide needed family support | 310-15 |
| Conference Expense | \$ 3,000.00 | LCFF Supplemental | 5220 | Conference Expense | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Participate in professional development as well as teacher directed PD | 310-16 |
| IT Computer Tech | \$ 9,000.00 | LCFF Supplemental | 5737 | IT Computer Tech | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Support and guide lesson planning | 310-17 |
| External Work Order Services | \$ 11,000.00 | LCFF Supplemental | 5826 | External Work Order Services | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Class to support students work transitions and work based opportunities | 310-18 |
| Teacher Salary Stipends: Extended Contracts for Writing up Wellness and Leadership and Home Health Care as A-G CTE Courses. Extended Contracts for the Work-Based Learning Lead. Appoint pathway teacher to lead Work-Based Learning and continue developing out a WBL Continuum aligned to Health and Fitness. | \$ 13,000.00 | Measure N | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Participate in professional development as well as teacher directed PD | 310-19 |
| Funding for POS#6185 (Stewart, Jacqueline) .20 from Measure N Health and Pathway CTE Teacher for Pathway class instruction | TBD | Measure N | 2305 | Classified Supervisors' and Administrators' Salaries | 6185 | Teacher, Structured English Immersion | 0.20 | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Create engaging lessons and pilot co teaching to allow more depth into the pathway focus | 310-20 |

PROPOSED 2021-22 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 |
|--|---------------|-----------------|-------------|--|------|-------------------------------|------|---|--|----------------------|
| Hire a Pathway Teacher, at .20 FTE (Salary): salary for Health and Fitness pathway curriculum and instruction. With 0.2 FTE, our pathway teacher will be able to plan, teach, and provide feedback to 20-30 students enrolled in a Health & Fitness course (i.e. one period). Screen reader support enabled. | \$ 25,800.00 | Measure N | 2305 | Classified Supervisors' and Administrators' Salaries | 2803 | Coach College/Career Pathways | 0.17 | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Create engaging lessons and pilot co teaching to allow more depth into the pathway focus | 310-15 |
| Clerical Salaries Overtime: (Career Transition Specialist) to help reduce the dropout rate, and increase the graduation rate by offering student support with college and career transitions. (Salary & Benefit Costs) Screen reader support enabled. | \$ 5,000.00 | Measure N | 2425 | Clerical Salaries Overtime | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Transition specialist hired | 310-14 |
| Supplies & Materials: Purchase of Supplies for Interdisciplinary Pathway Projects. Pathways are developing integrated units that incorporate the pathway theme into their core content areas. Classroom module supplies will be ordered for teachers to implement pathway integrated instruction in their classrooms (i.e. gauze, sterilization kits, phlebotomy supplies, sutures). | \$ 7,471.43 | Measure N | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Create engaging lessons and pilot co teaching to allow more depth into the pathway focus | 310-23 |
| Purchase AC transit tickets for school year and summer internships, college and career field trips, and work based learning opportunities Screen reader support enabled. | \$ 5,000.00 | Measure N | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Class to support students work transitions and work based opportunities | 310-17 |
| Purchase of supplies to be used for activities during Fitness Fridays which are held at the end of each Hexmester (6 weeks). | \$ 10,000.00 | Measure N | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Class to support students work transitions and work based opportunities | 310-25 |
| Meeting Refreshments for the WBL Exhibition and Public Showcase: Students will reflect on the skills and knowledge they've gained through their work-based learning experience (career awareness, career exploration, career preparation, career training) and present their reflection in a public exhibition and celebration. Funds will be used for refreshments for events in which industry and community members will be invited. Screen reader support enabled. | \$ 5,000.00 | Measure N | 4311 | Meeting Refreshments | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Class to support students work transitions and work based opportunities | 310-26 |

PROPOSED 2021-22 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 |
|---|---------------|-----------------|-------------|------------------------------------|------|-------------------------------|--------|---|---|----------------------|
| Furniture for the Health Medical Lab. Purchase furniture that is specific and required to create the Medical Lab Stations in the new Medical Lab | \$ 4,000.00 | Measure N | 4432 | Furniture < \$5,000 | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Class to support students work transitions and work based opportunities | 310-27 |
| Fund .166 FTE salary for the Pathway Coach: Hire a pathway coach to support with pathway development | \$ 26,395.68 | Measure N | 5708 | College & Career Pathway/CTE Coach | 2803 | Coach College/Career Pathways | 0.166' | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Create engaging lessons and pilot co teaching to allow more depth into the pathway focus | 310-28 |
| Consultant Contract with 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. | \$ 40,000.00 | Measure N | 5825 | Consultants | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Class to support students work transitions and work based opportunities | 310-29 |
| Consultant Contract for the Student Internship Stipends: Issue student stipends as part of the Health Internships (e.g. HEAL, Reading Partners, Oakland Ed Fund) | \$ 20,000.00 | Measure N | 5825 | Consultants | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Class to support students work transitions and work based opportunities | 310-30 |
| Consultant Contract: New Door will lead weekly case management sessions focused on interns' needs and goals. | \$ 20,000.00 | Measure N | 5825 | Consultants | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Hire case managers | 310-31 |
| Consultant Contract: ICB - Inner City Bliss will provide a 16 week program of beginner to advanced meditation instruction to prepare students to further increase students' knowledge, understanding, and practice of preventative health and health-positive behaviors as outlined in the Health and Medical Technology CTE Standards. More specifically, CTE Health and Medical Technology CTE Standard E2.0: "Design, promote, and implement community health programs which result in health-positive behaviors among all individuals, families, groups in a community, and the global environment." Such knowledge, understanding, and practice will support students in potential future careers such as Health Educators, Community Health Workers, Advocates, and Home Health Assistants. | \$ 6,000.00 | Measure N | 5825 | Consultants | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Encourage teachers to engage in more community outreach to support the interest of students | 310-32 |



**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.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- **On Hold Due To COVID**

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:

- Maintaining our school's website to include all information for parents and scholars
- Provide office hours with the school staff biweekly during Distance Learning
-

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 October 27, 2020 and will be in effect for the period of August 10, 2020 through May 27, 2021.

The school will distribute this policy to all parents on or before October 30, 2020.

Staci Ross-Morrison
Name of Principal

Staci Ross-Morrison

Signature of Principal

11/1/20

Date



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact

Dewey Academy

2020-2021

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 2020-2021 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.**

Teachers are providing daily synchronous instruction daily and offer a multitude of opportunities to meet individually. Teachers are using an engaging and standards based curriculum.

- 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:

- Work with the staff to keep students engaged and progressing toward graduation.
- Participate in decisions related to the education of my child.
- Be a partner in your students education and remain present

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 October 27, 2020, and will be in effect for the period of August 10, 2020 through May 27, 2021.

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 October 30, 2020.



Signature of Principal

Ms. Staci Ross-Morrison

Date 11/05/2020



**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.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- On Hold Due To COVID

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:

- Maintaining our school's website to include all information for parents and scholars
- Provide office hours with the school staff biweekly during Distance Learning
-

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 October 27, 2020 and will be in effect for the period of August 10, 2020 through May 27, 2021.

The school will distribute this policy to all parents on or before October 30, 2020.

Name of Principal
Ms. Ross-Morrison

Signature of Principal



11/6/2020



Strategic Resource Planning (SRP)

Dewey Academy
School Site Council Membership Roster
2020-2021

SSC - Officers

| | |
|-------------------|---------------|
| Chairperson: | Dwayne Aikens |
| Vice Chairperson: | Alea Luken |
| Secretary: | Chloe Erskine |

SSC - Members

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Student (optional) | Term (1st or 2nd year term) |
|------------------------|-----------|-------------------|-------------|-------------------------|--------------------|-----------------------------|
| Staci Ross- Morrison | X | | | | | |
| Eleanor Portillo | | | | | X | 1st |
| Dwayne Aikens | | | | X | | 1st |
| Alea Luken - Alternate | | X | | | | 1st |
| Chloe Erskine | | X | | | | 1st |
| Jamila Webb | | | X | | | 2nd |
| Nidia Ambriz | | | | X | | 1st |
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| SSC Meeting Schedule: (Day/Month/Time) | 2nd Thursday of the month 3:30 on Zoom |
|--|--|

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;
- Secondary SSC's must have student member(s); and
- Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)