

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Dewey Academy.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Measure N
- 21st Century Learning
- Title I Schoolwide Plan

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Dewey Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Dewey Academy
CDS Code: 1612590132688
Principal: Robin Bailer-Glover
Date of this revision: 6/6/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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: Robin Bailer-Glover
Address: 1111 Second Avenue
Oakland, CA 94606

Position: Principal
Telephone: 510-874-3660
Email: robin.glover@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Dewey Academy

Site Number: 310

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

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

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

Date(s) plan was approved: 5/12/2017

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:

Robin Bailer-Glover

Robin Glover

5/12/2017

School Principal

Signature

Date

Kathleen Vital

Kathleen Vital

5/12/2017

Print name of SSC Chairperson

Signature

Date

Preston Thomas

Preston Thomas

5/20/17

Network Superintendent

Signature

Date

Marcus Silvi

Marcus Silvi

5/25/17

Coordinator, Office of Accountability Partners

Signature

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/28/2016	SSC	Training, establishment and responsibilities of the SSC
10/18/2016	ILT	Conducted ILT work session to help with teacher organization, strategies on goals to increase EL SRI, SBAC scores.
04/17/2017	SSC	Budget review approval of title 1 funds for the 2017-2018 budget
05/12/2017	SSC	Review and approval of SPSA.

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$238,613.90	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$122,238.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$360,851.90	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$39,611.04	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,326.52	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$40,937.56	\$0.00

PART 1: ABOUT THE SCHOOL

1A. 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.

1B. 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.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation: 6 years

Last WASC Self-Study: 2014-15

Next Self-Study: 2020-21

School WASC Goal:

The school should work with the district, coaches, and other resources to increase academic rigor across the board.

Associated LCAP Goal:

2: Students are proficient in state academic standards.

The school should proceed with the implementation of peer observation both within the school and at other sites, to experience what Common Core and academic discussion and student instructional engagement strategies can and should look like in the classroom.

1: Graduates are college and career ready.

Increase parent involvement and participation in the major aspects of the school's function.

6: Parents and families are engaged in school activities.

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	Credit Acceleration via APEX: Students have accelerated their credit recovery via online APEX courses.	Academics: 98% of students enter Dewey below grade level in math and English. Over 50% of students enter with an SRI score below grade level. Credits: The majority of students are below on credits. Attendance: The majority of students have a poor track record of attending school regularly.
Post-Secondary Readiness	Student Interest in College Courses: Dewey students are interested in college and gaining college credit. As such, several students are currently enrolled in Dewey's concurrent enrollment program. Dewey has implemented a College and Career course to give skills for post graduation opportunities.	College Bridging: While all students apply for community college as part of their senior project, only a handful of graduates register or attend community college. College & Career Soft Skills: Graduates need to develop stronger soft/interpersonal skills to navigate and succeed in career and higher education.
Climate and Culture	SEL: Students demonstrate strong relationship skills, social skills, and self-awareness in large part by utilizing SEL and restorative justice practices.	Attendance: Students have low attendance rates. SEL: Students need to continue to develop self-management and responsible decision-making skills.
Rigorous Academics	ELD: ELL students demonstrate higher English language proficiency as demonstrated by CELDT results and higher reclassification. Academic Discourse: Students are participating more in class and in verbal academic discourse. Writing: Students are producing more writing than before.	Reading Proficiency: Students come multiple years below in SRI level and need intensive reading/ writing support

Pathway Development	Dual enrollment classes WBL Specialist College visits "Breaking Bread" class Implementation of Advisory/Career class Guest Speakers	Expansion of Pathway within Dewey Structure of Advisory/Career class Incentives for student attendance Time management Implementation of attendance tracker Communication "See something, Say Something, Do Something"
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2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Students come in extremely behind in credits. Chronic Absentism	Students fall behind at an early age and by the time they get to Dewey, they've been off track for several years and are extremely behind in credits and need a lot of support and interventions to get back on track. Depending on how far behind they are in credits, they will need a few months at Dewey to a couple of years.	Personalized Student Support
Post-Secondary Readiness	Students need to have the skills and knowledge to successfully navigate the transition to career and post-secondary education.	Students haven't had a lot of experience with transition	Personalized Student Support
Climate and Culture	Low attendance rates	Identity around school and potentially feeling disconnected from school from an early age - doesn't have a strong school identity. Transportation. Students so far behind they cannot catch up. Little family support.	Personalized Student Support
Rigorous Academics	Students come in below grade level in Math and English	Teacher perception of student abilities.	Building a Rigorous Academic Core: Student Conditions

<p>Pathway Development</p>	<p>Students need to be clear on what the pathway opportunities are and the steps to get there: e.g. types of positions related to pathway and certificates, different requirements for positions (certificates, degrees) and how to get there</p>	<p>Pathway opportunities and program of study not named appropriately and presented as part of the pathway.</p>	<p>Program of Study & Master Scheduling</p>
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2C. Current Strategy Analysis

	<p>Current 16-17 Strategies</p>	<p>Fully Implemented?</p>	<p>Evidence of Effectiveness?</p>	<p>Analysis of Strategy Implementation and Effectiveness</p>
<p>Schoolwide Instructional Improvement Strategy:</p>	<p>Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.</p>	<p>Not Yet</p>	<p>Not Yet</p>	<p>Writing instruction and strategies is beginning to be a focus. Next step: Continue to focus on writing with evidence, use a common a rubric, collect writing samples. Focus on analyzing student written work, and next instructional moves. Checklist and Targets: Writing Sample Analysis, Collection of student work.</p>
<p>Culture & Climate Improvement Strategy:</p>	<p>Advisory, Soft Skills Development, and Attendance: Create an advisory program where the extended day staff and core Dewey staff co-teach focusing on soft skill development. Staff will be focused on tracking the attendance of a specific group of students in their advisory through leveraging SEL supports. Attendance Prep: A monthly block of time will be built into the schedule for teachers to follow up with students on attendance and supports for them. Parent Communication around Attendance: Parent Liaison through Safe Passages will work to inform parents about attendance data and give strategies on how to improve student attendance. Attendance Assemblies: Hold attendance assemblies for improved attendance bi-weekly.</p>	<p>Yes</p>	<p>Not Yet</p>	<p>Need to focus on attendance monitoring and interventions. For example, school wide usage of the attendance tracker. Evidence for soft-skills development will be assessed through Mock Interviews. Thus far, 25% - 30% have completed the first draft of their resumes, and the remaining are currently drafting. Collaboration between Teaching and Expanded Learning Staff is in development. Since the beginning of the year, roles and responsibilities have changed and are getting clearer in the 6th period. ECCO is currently being used for resume and interviewing skills. Work to acquire parent liaison and increase teacher participation. Next steps: 1) Focus on completing resumes and engaging in at least one mock interview per hexmester. 2) Focus on the implementation of attendance and attendance incentives.</p>

Pathway Development Strategy:	Expand Health and Fitness Pathway courses and education: Provide a Health and Fitness pathway class, soft skills advisory, CPR certificate courses, and concurrent and dual enrollment courses.	Yes	Yes	Over 60 students have acquired CPR training and have received certificates.
Design Feature #1 (New/Emerging):	Bridge to community college with our students that includes dual and concurrent enrollment as a key strategy. We also want to create opportunities for students to enter into the trade schools if interested.	Yes	Yes	Increase the amount of students completing concurrent courses by 6%. We will be adding a second concurrent enrollment course per hexmester in 17-18.
Design Feature #2 (New/Emerging):	Work Based Learning is going to build out internships, develop soft skills, and develop a course that addresses resume writing, soft skills, internship management.	Yes	Yes	We have seen an increase of student participation in Career Exploration Visits, College Exploration Visits, and internships. Along with our Internship coordinator we are working some of our partners for example Career Ladders and MIMS to review and augment our internships
Design Feature #3 (New/Emerging):	Advisory (extended learning and soft skill development) and develop an Expanded Learning Time for students between 5th period and expanded learning for the whole school. We will develop a curriculum that addresses absenteeism, self reflective tools and tracking, with the expanded learning teacher.	Yes	Yes	Since the start of the school year we focused on self awareness, resume writing, interview skills and now financial literacy. We are asking our students to present their skills at the end of each hexmester. We continue to work on our student attendance tracker and strategies to increase student attendance. So far we have educated staff and have instituted CALL DAYS. Along with this we are beginning our Student Incentives Program.
Signature Element #1 (Established):	Expanded Learning Internships	Yes	Yes	We continue to work on bringing more pathway related internships on board.
Signature Element #2 (Established):	Health and fitness CTE course	Yes	Yes	We are currently working with our work based coordinator along with community partners for example Career Ladders, YPAR and MIMS.
Signature Element #3 (Established):	RJ/SEL practices, including differentiated supports for Foster and Homeless youth.	Yes	Not Yet	We work daily with partners, restorative justice coordinator, clinician and all staff on SEL and restorative justice practices. All staff has been trained several times and have stressed the outcomes in their classes. COST and counselor work with students daily

PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
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<p>Graduate Outcomes</p>	<p>Increase by 5% the number of Dewey students graduating each school year</p>	<p>Graduation Rate</p>	<p>All Students</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>The school should work with the district, coaches and other resources to increase academic rigor across the board.</p>
<p>Post-Secondary Readiness</p>	<p>Increase the amount of students that graduate with dual enrollment credit and work based learning experience by 4-6%, each year.</p>	<p>Concurrent Enrollment</p>	<p>All Students</p>	<p>0.5%</p>	<p>4%</p>	<p>10%</p>	<p>The school should proceed with the implementation of peer observation both within the school and at other sites, to experience what Common Core and Academic discussion and student instructional engagement strategies can and should look like in the classroom.</p>
<p>Climate and Culture</p>	<p>Increase the attendance rate by 5%</p>	<p>Chronic Absence</p>	<p>All Students</p>	<p>65%</p>	<p>70%</p>	<p>75%</p>	<p>The school should work with the district, coaches and other resources to increase academic rigor across the board.</p>

Rigorous Academics	Increase by 5% the amount of students who have demonstrated growth on the SRI; Increase the amount of time students interact with text and writing.	Chronic Absence	All Students	20%	25%	30%	The school should work with the district, coaches and other resources to increase academic rigor across the board.
Pathway Development	By June 8, 2018 the Health, Fitness, and Trade Pathway is clear to students, teachers, staff, families, and community members. Additionally, 75 percent of all students participate in a pathway experience: project, internship, mentorship, job shadow, dual enrollment course, etc.	Pathway Participation	All Students	5.3%	30%	75%	The school should work with the district, coaches and other resources to increase academic rigor across the board.

PART 4: STRATEGIES				
Major Improvement Strategies			1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide <u>Language & Literacy</u> Improvement Strategy:	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.		Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide <u>Mathematics</u> Improvement Strategy:	Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life		Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	Attendance: Review advisory structure and calibrate best practices across to ensure attendance is improving. Continue to teach SEL strategies across the curriculum.		Personalized Student Support	Personalized Student Support
Pathway Development/ Implementation Strategy:	Expand pathway theme throughout the core classes through professional development and backwards planning.		Program of Study & Master Scheduling	Equity/Access/ Achievement

Measure N Design Features		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Advisory/College & Career Course - Restructure and improve Advisory /College and Career Course. More specifically, having identified teachers focus on one strand (e.g. financial literacy, resume writing, interviewing) throughout the year and having students rotate through those strands every six weeks.	Personalized Student Support	Work-Based Learning
Measure N Design Feature #2:	Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #3:	- Restructure and improve Dewey's student and family orientation. Create an engaging, and welcoming school enrollment/orientation fair that exposes students and families to all the pathway opportunities that Dewey provides.	Equity/Access/Achievement	School Leadership & School Vision
Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	Work-Based Learning	School Leadership & School Vision
Signature Element #2 (Established):	Health & Fitness CTE Course - Continue to offer several sections of Health & Fitness course to provide focused exposure to Health and Fitness industry to cohorts of students engaging more deeply in ECCO curriculum and regular fitness activities.	Program of Study & Master Scheduling	School Leadership & School Vision
Signature Element #3 (Established):	Socio-Emotional Learning (SEL) and Restorative Justice (RJ) - Continue to strengthen student socio-emotional competencies through a small, personalized environment and relationship building, while addressing disagreements and resolving conflicts with restorative justice practices.	Personalized Student Support	Equity/Access/Achievement

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy: *Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
<p>Academic Mentors: Hire two tutors/case managers to provide intensive literacy support and case management to students, especially African-American and Latino students; children with disabilities; homeless and foster youth; ELL students; and newcomers.</p>	<p>Writing with Evidence: Identifying a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A1.3: A-G Completion</p>	<p>All Students</p>
<p>PD: Implement schoolwide professional development focused on literacy and high-quality writing; including strategies for supporting ELL, GATE and foster youth students</p>	<p>Writing with Evidence: Identifying a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>
<p>School Wide Writing Diagnostic - Administer and score writing diagnostic using a site-based writing rubric to assess writing proficiency and growth and inform curriculum and instructional practices.</p>	<p>Writing with Evidence: Identifying a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>

<p>Collaboration Time: Teachers have extended planning time to create and integrate literacy and witing strategies into their core curriculum and develop new curriculum</p>	<p>Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>
<p>ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing</p>	<p>Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>
<p>ELL Literacy Support: Integrate literacy strategies to specifically support ELL students into the English core classes through hiring a .3 FTE English ELL Teachers</p>	<p>Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A4.1: English Learner Reclassification</p>	<p>English Learners</p>

<p>Peer Observations Stipends: Teachers will have opportunities to observe each other's practice within and beyond Dewey to improve their ability to implement literacy and writing strategies in their classes. Stipends will be provided for teachers serving as alternate observers for TGDS and extended time to debrief and collaborate around observations</p>	<p>Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>
<p>Peer Observations Subs: Teachers will have opportunities to observe each other's practice within and beyond Dewey to improve their ability to implement literacy and writing strategies in their classes. Substitutes will be provided to provide release time for teachers</p>	<p>Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>

Schoolwide Mathematics Improvement Strategy: *Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
<p>Academic Tutors: Hire one tutor to provide intensive math support to students, especially African-American and Latino students; children with disabilities; homeless and foster youth; ELL students; and newcomers.</p>	<p>Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>TRU Lesson Study: Bi monthly Alt. Ed.collaborative TRU lesson study thru planning, observing and assessing</p>	<p>Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life</p>	<p>A3.4: Teacher Professional Development focused on Literacy</p>	<p>All Students</p>

STIP Sub: Hire a STIP sub to provide release time for teachers to conduct peer observations and provide intensive math support for students	Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life	A2.1: Implementation of CCSS & NGSS	All Students
STIP Sub: Hire a STIP sub to provide release time for teachers to conduct peer observations and provide intensive math support for students	Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life	A2.1: Implementation of CCSS & NGSS	All Students
Collaboration Time: Teachers have extended planning time to create and integrate math strategies into their core curriculum; with a specific focus on supporting ELL, foster youth, and accelerating GATE students	Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life	A2.5: Teacher Professional Development for CCSS & NGSS	All Students

Culture & Climate/SEL Improvement Strategy: Attendance: Review advisory structure and calibrate best practices across to ensure attendance is improving. Continue to teach SEL strategies across the curriculum.

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
SEL & RJ Training - Provide ongoing SEL and RJ training to teachers and staff to better leverage and develop the socio-emotional strengths of students	Restorative Justice (RJ) and Socio-Emotional Learning (SEL) -	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students

Pathway Development/Implementation Strategy: Expand pathway theme throughout the core classes through professional development and backwards planning.

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
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<p>Work-Based Learning Liaison (.4 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships.</p>	<p>Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Work-Based Learning Liaison (.6 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships</p>	<p>Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>

<p>Pathway Case Manager: Hire a full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation</p>	<p>Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Dual Enrollment: Purchase textbooks for the Kinesology A & B Dual-Enrollment Courses</p>	<p>Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>

<p>Student Internship Stipends: Issue student stipends as part of the Health & Fitness internship program</p>	<p>Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Design Team: Extended planning time for the pathway design team to meet and plan pathway development</p>	<p>Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>

Pathway Integration: Planning time for teachers to integrate the health and fitness theme into their core content curriculum	Expand pathway theme throughout the core classes through professional development and backwards planning.	A1.1: Pathway Programs	All Students
Dewey Pathway Student and Family Orientation/Palooza Team and Event Preparation: Purchase supplies and materials to support the orientation	Student Orientation (Dewey Palooza)	A1.1: Pathway Programs	All Students
Pathway Coach: Hire a pathway coach to support with pathway development	Expand Health & Fitness Program of Study and Certification Opportunities	A1.1: Pathway Programs	All Students
Pathway Retreats: Plan and attend two pathway retreats throughout the year to support pathway development continuous improvement	Expand Health & Fitness Program of Study and Certification Opportunities	A1.1: Pathway Programs	All Students
Site Visits: Conduct Site Visits to Research Best Practices for Health & Fitness Pathway for Teachers, Staff, Students and Family	Expand Health & Fitness Program of Study and Certification Opportunities	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	All Students
Site Visits: For parents to join site visits to research best practices for Health & Fitness Pathway for teachers, staff, students and family	Expand pathway theme throughout the core classes through project-based learning	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	All Students

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
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Furniture	Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.	A1.1: Pathway Programs	All Students
Meeting Refreshments		A1.1: Pathway Programs	All Students
Supplies	Expand pathway theme throughout the core classes through professional development and backwards planning.	A1.3: A-G Completion	All Students
Dues and Membership	Expand pathway theme throughout the core classes through professional development and backwards planning.	A1.3: A-G Completion	All Students
Equipment		A2.3: Standards-Aligned Learning Materials	All Students
Interprogram Duplicating		A2.3: Standards-Aligned Learning Materials	All Students
Interprogram Postage		A6.5: Academic Parent-Teacher Communication & Workshops	All Students
Interprogram Counselor		A1.3: A-G Completion	All Students

AAMA Manhood Development		A2.2: Social Emotional Learning	African-American Males
Interprogram IT Computer Tech		A2.3: Standards-Aligned Learning Materials	All Students
Consultants		A1.3: A-G Completion	All Students
Non-Contract Services		A2.3: Standards-Aligned Learning Materials	All Students

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

School:

Dewey Academy

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$10,000.00	General Purpose Discretionary	Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	1120				310-1
\$7,000.00	General Purpose Discretionary	ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	1120				310-2
\$3,000.00	General Purpose Discretionary	Design Team: Extended planning time for the pathway design team to meet and plan pathway development	Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.	A1.1: Pathway Programs	1120				310-3
\$5,000.00	General Purpose Discretionary	Pathway Integration: Planning time for teachers to integrate the health and fitness theme into their core content curriculum	Expand pathway theme throughout the core classes through professional development and backwards planning.	A1.1: Pathway Programs	1120				310-4
\$5,000.00	General Purpose Discretionary	Peer Observations Subs: Teachers will have opportunities to observe each other's practice within and beyond Dewey to improve their ability to implement literacy and writing strategies in their classes. Substitutes will be provided to provide release time for teachers	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	1150				310-5
\$20,000.00	General Purpose Discretionary	Supplies	Expand pathway theme throughout the core classes through professional development and backwards planning.	A1.3: A-G Completion	4310				310-6
\$13,000.00	General Purpose Discretionary	Meeting Refreshments	Expand pathway theme throughout the core classes through professional development and backwards planning.	A1.1: Pathway Programs	4311				310-7

\$8,027.50	General Purpose Discretionary	Furniture	Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.	A1.1: Pathway Programs	4432				310-8
\$1,000.00	General Purpose Discretionary	Dues and Membership	Expand pathway theme throughout the core classes through professional development and backwards planning.	A1.3: A-G Completion	5300				310-9
\$10,000.00	General Purpose Discretionary	Equipment	Expand pathway theme throughout the core classes through professional development and backwards planning.	A2.3: Standards-Aligned Learning Materials	5610				310-10
\$2,200.00	General Purpose Discretionary	Interprogram Duplicating	Expand pathway theme throughout the core classes through professional development and backwards planning.	A2.3: Standards-Aligned Learning Materials	5716				310-11
\$2,500.00	General Purpose Discretionary	Interprogram Postage	- Restructure and improve Dewey's student and family orientation. Create an engaging, and welcoming school enrollment/orientation fair that exposes students and families to all the pathway opportunities that Dewey provides.	A6.5: Academic Parent-Teacher Communication & Workshops	5724				310-12
\$47,000.00	General Purpose Discretionary	Interprogram Counselor	Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	A1.3: A-G Completion	5732				310-13
\$23,000.00	General Purpose Discretionary	AAMA Manhood Development	Attendance: Review advisory structure and calibrate best practices across to ensure attendance is improving. Continue to teach SEL strategies across the curriculum.	A2.2: Social Emotional Learning	5733				310-14

\$17,000.00	General Purpose Discretionary	Interprogram IT Computer Tech	Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	A2.3: Standards-Aligned Learning Materials	5737				310-15
\$49,886.40	General Purpose Discretionary	Consultants	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A1.3: A-G Completion	5825				310-16
\$15,000.00	General Purpose Discretionary	Non-Contract Services	Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	A2.3: Standards-Aligned Learning Materials	5826				310-17
\$5,000.00	Measure G: TGDS	Peer Observations Stipends: Teachers will have opportunities to observe each other's practice within and beyond Dewey to improve their ability to implement literacy and writing strategies in their classes. Stipends will be provided for teachers serving as alternate observers for TGDS and extended time to debrief and collaborate around observations	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	1120				310-18
\$7.53	Measure G: TGDS	Supplies to support TGDS.	Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life	A2.6: Teacher Evaluation	4310				310-19

\$17,820.62	Measure G: TGDS	STIP Sub: Hire a STIP sub to provide release time for teachers to conduct peer observations and provide intensive math support for students	Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life	A2.6: Teacher Evaluation		TCSTIP	TCSTIP0666	0.40	310-20
\$1,272.54	Measure N	Dual Enrollment: Purchase textbooks for the Kineseology A & B Dual-Enrollment Courses	Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.	A1.1: Pathway Programs	4100				310-21
\$24,000.00	Measure N	Pathway Coach: Hire a pathway coach to support with pathway development	Expand Health & Fitness Program of Study and Certification Opportunities	A1.1: Pathway Programs	5708				310-22
\$28,116.53	Measure N	Academic Tutors: Hire one tutors to provide intensive math support in the core math classes	Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life	A1.1: Pathway Programs	5825				310-23
\$106,927.46	Measure N	Pathway Case Manager: Hire a full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation	Expand Health & Fitness Program of Study and Certification Opportunities - Infuse Health and Fitness industry theme into all subjects; create a program of study that prepares students for college and career in Health and Fitness, and also affords the opportunity to students to pursue the trades; provide students certification opportunities in Health and Fitness so they can begin "stacking" certificates such as those in First Aid and CPR.	A1.1: Pathway Programs		24CSEM	24CSEM9999	1.00	310-24
\$36,883.47	Measure N	Work-Based Learning Liaison (.4 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	A1.1: Pathway Programs		STLWBL	STLWBL9999	0.40	310-25

\$6,519.07	Supplemental Program Investment	Dewey Pathway Student and Family Orientation/Palooza Team and Event Preparation: Purchase supplies and materials to support the orientation	Student Orientation (Dewey Palooza)	A1.1: Pathway Programs	4310				310-26
\$26,730.92	Supplemental Program Investment	STIP Sub: Hire a STIP sub to provide release time for teachers to conduct peer observations and provide intensive math support for students	Create real-world math learning opportunities to engage students in how to apply key mathematical skills to real life	A2.1: Implementation of CCSS & NGSS		TCSTIP	TCSTIP0666	0.60	310-27
\$13,306.35	Title I Basic	Site Visits: Conduct Site Visits to Research Best Practices for Health & Fitness Pathway for Teachers, Staff, Students and Family	Expand Health & Fitness Program of Study and Certification Opportunities	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5200				310-28
\$26,304.69	Title I Basic	ELL Literacy Support: Integrate literacy strategies to specifically support ELL students into the English core classes through hiring a .3 FTE English ELL Teachers	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A4.1: English Learner Reclassification		K12TCH	K12TCH2290	0.30	310-29
\$1,326.52	Title I Parent Participation	Site Visits: For parents to join site visits to research best practices for Health & Fitness Pathway for teachers, staff, students and family	Expand pathway theme throughout the core classes through project-based learning	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5200				310-30
\$76,000.00	Grant	Academic Mentors: Hire two tutors/case managers to provide intensive literacy support and case management.	Writing with Evidence: Identifying a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A1.3: A-G Completion	5825				310-31
\$55,325.21	Grant	Work-Based Learning Liaison (.6 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	A1.1: Pathway Programs		STLWBL	STLWBL9999	0.60	310-32

\$10,000.00	Other	Pathway Retreats: Plan and attend two pathway retreats throughout the year to support pathway development continuous improvement	Expand Health & Fitness Program of Study and Certification Opportunities	A1.1: Pathway Programs	5200				310-33
\$15,000.00	Other	Student Internship Stipends: Issue student stipends as part of the Health & Fitness internship program	Work-Based Learning & College Experience Opportunities - Continue to provide opportunities for students to explore college and career opportunities in Health, Fitness, and the Trades and take advantage of Dewey's industry, CBO, and college partnerships. Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	A1.1: Pathway Programs	5825				310-34

Dewey Academy School Compact

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

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.

- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Robert Glover
Principal's signature

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

Signed on this 15th day of September, 2016.

Title I School Parental Involvement Policy 2016 - 2017

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Dewey Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 - The parents' right to participate in the development of the District's Title 1 Plan. The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
 - The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
 - Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students
- Offer a flexible number of meetings for parents. Dewey offers parent involvement in new student orientations, Annual Title One Meetings, monthly SSC meetings, back to school nights, report card pickup nights, Parent Newsletters, periodic mailings, parents' notices sent by students, and School Messenger for school wide announcements.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

Dewey coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

- Provides parents of Title I students with timely information about Title I programs. Dewey distributes materials to help parents gain understanding in mandatory parent orientations, back to school nights, report card pickup nights, individual student academic interventions, newsletters, parent conferences for
 - Discipline
 - Truancy
 - Graduation requirements and
 - General parent workshops throughout the school year.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Dewey helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for

discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Dewey coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

School-Parent Compact

Dewey Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Dewey Academy engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress

Dewey Academy helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

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

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

Dewey Academy coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

Dewey Academy distributes materials to help parents gain understanding in mandatory parent orientations, back to school nights, report card pickup nights, individual student academic interventions, newsletters, parent conferences for

- Discipline
- Truancy
- Graduation requirements and
- General parent workshops throughout the school year.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Dewey Academy meets regularly as an SSC and leadership team in order to implement support and activities school wide that are requested by parents.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Dewey encourages parent participation by phone and invitations to parent meetings, i.e., Back to School Night, Open House, Multi-Cultural festivities. We also incorporate outreach to parents for our regular school program and after school program. We have monthly SSC and Annual Title 1 meetings to get input from families on school outcomes and reforms. The administration and the support staff (agencies) will make home visits as needed.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Dewey Academy School Site Council on (11/28/2016) and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Dewey Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Rolru Glover

(Principal's Signature)

11/28/2016

(Date)



Dewey Academy

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

School Site Council Membership Roster – High School

School Name: Dewey Academy

School Year: 2016-2017

Table with 2 columns: Role and Name. Rows include Chairperson (April Gomez), Vice Chairperson (Kathy Vital), Secretary (Ronald Lucas), *LCAP Parent Advisory Nominee (April Gomez), *LCAP EL Parent Advisory Nominee (April Gomez), and *LCAP Student Nominee (Karla Verde).

Place "X" in Appropriate Members Column

Table with 6 columns: Member's Name, Principal, Classroom Teacher, Other Staff, Parent/Comm., Student. Lists members like Robin Glover, Melne Chappelle, Ronald Lucas, Vicky Stoneham, Johnetta Wimberly, etc.

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

SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
2 There must be an equal number of school staff and parent/community/student members;
3 There must be an equal number of students and Parents/community members;
4 Majority of school staff members must be classroom teachers;
5 Students are required to be members of the High School SSC.
6 Parent/community members cannot be OUSD employees at the site.

Circle containing requirements: 1-Principal, 4-Classroom Teachers, 1-Other Staff, And, 3-Parent /Community, 3 High School Students

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

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