

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

Legislative File ID No: 18-1282  
Introduction Date: 6/27/18  
Enactment No.: 18-1090  
Enactment Date: 6/27/18 er

June 27, 2018

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 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).

- 21<sup>st</sup> Century Learning
- After School Education and Safety (ASES)
- Title I Schoolwide Plan

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Dewey Academy.

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## 2018-2019 Single Plan for Student Achievement (SPSA)

**School:** Dewey Academy  
**CDS Code:** 1612590132688  
**Principal:** Darrell Ross  
**Date of this revision:** 4/20/2018

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:

<b>Contact:</b> Darrell Ross	<b>Position:</b> Principal
<b>Address:</b> 1111 Second Avenue Oakland, CA 94606	<b>Telephone:</b> 510-874-3660 <b>Email:</b> darrell.ross@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

School Site: Dewey Academy

Site Number: 310

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

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

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

Date(s) plan was approved: 5/21/2018

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:**

Darrell Ross  
 Darrell Ross, School Principal      Signature

Robert G. Hemmer  
 Robert Hemmer, of SSC Chairperson      Signature

Preston Thomas  
 Preston Thomas, Network Superintendent      Signature

Marla Williams  
 Marla Williams, Officer, State and Federal Programs      Signature

5/18/18  
 Date

5/21/18  
 Date

5/22/18  
 Date

4/5/18  
 Date

## 2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
On a quarterly basis	Alt Ed Design Labs	Engage Dewey staff and build a shared understanding of Linked Learning and Pathway Development at Bunche.
On a weekly basis	Pathway Standing Meetings	Engage school design team and partner to build a shared understanding of ongoing school programming and student Linked Learning Pathway opportunities and gather input and feedback to improve Dewey's HTR Pathway.
2/2/2018, 3/12/2018	Dewey SPSA Team	Engage school design team to provide input into SPSA.
1/29/2018, 2/26/2018, 3/19/2018	Dewey School Site Council (SSC)	Build shared understanding of SPSA with staff, parents, and community members.
3/16/2018 - 3/17/2018	Alt Ed Design Team Retreat	Build a shared understanding of the SPSA with Dewey Design Team to revisit vision, mission, and key priorities for next year around each of the Linked Learning pillars.
5/21/2018	Dewey School Site Council (SSC)	Build a shared understanding of SPSA with Dewey SSC for their approval.

## 2018-2019 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 ... <b>General Purpose Discretionary #0000</b>	\$44,960.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$179,840.00	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$224,800.00</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$52,469.00	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,290.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$214,731.00	TBD
<b>TOTAL:</b>	<b>\$268,490.00</b>	<b>\$0.00</b>

## 2018-19 SINGLE 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.

#### Family & Student Engagement

### SCHOOL DATA SLIDES

[Dewey Data Slides](#)

### 1B: 18-19 NEEDS ASSESSMENT

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	Currently do not have a graduation rate. Students passing ELA.	Poor Attendance especially 1st period. No data system to track graduation rate based on students who entered Dewey. Students struggle with math completion.	Providing students with Bus passes based on attendance. Develop an internal data tracking system. Increase support for math teachers and students via PD & tutors.
<b>On Track to Graduate (11th Grade)</b>	Students transcripts are reviewed and revised based on Alt Ed Continuation School credits required	Most students come to Dewey Off-Track & have experienced multiple failures.	1:1 conference with Counselor or Administrator for individual educational plan; making sure they understand school policy around attendance and obtaining needed credits.

<b>A-G Completion</b>	Seeing a few students coming in with A-G Compliance	Most students do not come to Dewey on track for A-G Completion.	Meet with Admin & Counselors from comprehensive high schools to devise plan for criteria for enrollment to Alt Ed and specifically Dewey based on our Health Pathway
<b>SBAC ELA</b>	Most students come to Dewey having already taken SBAC.	Many students come to Dewey performing below grade-level standards. Developing students Social and Emotional skills will motivate them to perform at a higher level that's closer to their SRI Reading levels indicate.	Training and equipping teachers with strategies for differentiated learning that include academic discourse and writing with evidence including SEL and RJ practices.
<b>SBAC Math</b>	Most student come to Dewey having already taken SBAC.	Most students come to Dewey performing below grade-level standards	Training and equipping teachers with strategies for differentiated learning that include academic discourse and writing with evidence.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	Dewey does not have AP classes.	No AP Courses. Some students do not see the value in the DE classes & do not take advantage. All students do not have an interest in Pathway.	DE Counseling 201 Course to expose students to college and career. Add an additional DE Course.
<b>Pathway Participation/CTE Enrollment*</b>	100% of students are part of the pathway. Dual Enrollment courses aligned with pathway.	Three CTE Teachers but only one (1) aligned with pathway. Students need more opportunities for CTE exposure with CTE aligned teachers.	All students are scheduled into Careers Courses
<b>English Learner Progress</b>	Most students are mainstreamed into classrooms and benefit from mixed learning environment.	Most students come to Dewey performing below grade-level standards. Many are on grade level but lack motivation or have become discouraged.	Training and equipping teachers with strategies for differentiated learning that include academic discourse and writing with evidence.
<b>Suspension Rate</b>	Dewey has a very low suspension rate due to a strong positive climate and culture. Clear expectations and consequences.	Most students use Social Media and cell phone use contributes to this issue.	Students are not to use social media/telephones during school hours. They are informally taught to navigate issues that begin on social media or via communication primarily using cell phones.

### 1C: STUDENT PERFORMANCE GOALS & TARGETS

	<b>June 2021 Goal</b>	<b>Related LCAP Goal</b>	<b>Target Student Group</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Graduation Rate</b>	Increase graduation rate by at least 5% each year and have a 50% graduation rate or higher by June 2021.	Goal 1: Graduates are college and career ready	All Students	TBD	TBD	TBD	Increase Annual Total Student Graduation
<b>On Track to Graduate (11th Grade)</b>	Decrease the percentage of No Mark/No Credit each hexmester/marking period by 5% each year and have an average No Mark/No Credit percentage of 25% or below by June 2021.	Goal 1: Graduates are college and career ready	All Students	Actual MP1: 30.0% MP2: 33.0% MP3: 37.5% MP4: 48.8% MP5: 53.1% MP6: 61.2% Avg: 43.9%	Target MP1: 25.0% MP2: 28.0% MP3: 32.5% MP4: 43.8% MP5: 48.1% MP6: 56.2% Avg: 38.9%	Target MP1: 20.0% MP2: 23.0% MP3: 27.5% MP4: 38.8% MP5: 43.1% MP6: 51.2% Avg: 33.9%	Increase Annual Total Student Graduation
<b>A-G Completion</b>	NA	NA	NA	NA	NA	NA	NA

<b>SBAC ELA</b>	Increase the percentage of students reading close to, at, or above grade-level by 5% each year and have 35% or more students reading close to, at, or above grade level.	Goal 3: Students are reading at or above grade level	All Students	Midyear Actual: 18.8% of students close to, at, or above grade level	Midyear Target 23.8% of students close to, at, or above grade level Midyear Actual: 27.7% of students close to, at, or above grade level	Midyear Target: 28.8% of students close to, at, or above grade level	Students learn content and prepare for SBAC/SRI using Academic Discourse/Discussion & Writing With Evidence across all subjects	
<b>SBAC Math</b>	Increase the percentage of students passing math with a C or better by 5% each year and have 65% or more of students passing with a C or better by 2021.	Goal 2: Students are proficient in state academic standards	All Students	Actual 46.5% for Mark4	target 51.5% for Mark4	target 56.5% for Mark4	Students learn content and prepare for SBAC/SRI using Academic Discourse/Discussion & Writing With Evidence across all subjects	
<b>AP Pass Rate</b>	Dewey Academy does not offer AP Classes	NA	NA	NA	NA	NA	NA	
<b>Dual Enrollment Pass Rate</b>	Increase the percentage of students passing Dual Enrollment Courses by 5% each year and have 85% or more of students passing by June 2021.	Goal 1: Graduates are college and career ready	All Students	Actual 56.3% 79.2% 67.8%	Fall: Spring: Average: 67.8%	target Fall: 61.3% pring: 84.2% Average: 72.8%	target Fall: 66.3% pring: 89.2% Average: 77.8%	Increase the rate at which students earn credits each year
<b>Pathway Participation/ CTE Enrollment*</b>	Have 90% or more of students participating in pathway by June 2021.	Goal 1: Graduates are college and career ready	All Students	Actual: 93.7%	Actual: 69.3%	Target: 74.3%	Increase Annual Total Student Attendance	
<b>English Learner Progress</b>	Increase amount of ELL students reclassified as English Proficient by 5% each year and have 20% or more ELLs reclassified as English Proficient by June 2021.	Goal 4: English learners are reaching English fluency	All Students	Actual: 4.5%	Target: 9.5%	Target: 14.5%	SRI - Each student will increase Lexile score by 50 points each administration	
<b>Suspension Rate</b>	Maintain low number of students suspended per year, that is: 0 - 5 students per school year.	Goal 5: Students are engaged in school everyday	All Students	Actual: 2 students suspended	target: 0 - 5 students suspended	target: 0 - 5 students suspended	Increase Annual Total Student Attendance	



**School:** Dewey Academy

**School ID:** 310

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

**Instructions:**

Please complete this self-assessment for your school.

[Click here for the full Measure N rubric.](#)

**KEY:**

1: *Not at all*      3: *Mostly*  
2: *Somewhat*      4: *Completely*

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p><b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate &amp; communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	3: Mostly	Site Participation in Alt Ed Design Labs; Site-based PDs focused on Pathway Development, in particular: integrating pathway theme into curriculum; Health Lab Build-out; Pathway Lead Team established with ongoing weekly standing meetings; focus on Health and Fitness internships and dual enrollment courses	More professional development geared toward the integration of our pathway into core content areas.
<p>To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?</p>	2: Somewhat	Leadership aligns leadership bodies, staffing structures, decision-making structures, resource allocation and equity structures around Dewey's Health and Fitness Pathway.	All/Most decisions must be made taking the pathway into consideration and involving all stakeholders' decisions.
<p><b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?</p>	3: Mostly	School leaders act as change leaders with pathways as the core driver.	School leaders must teach others to lead with pathways as the core driver.
<p><b>School Leadership &amp; Vision Goal for 2018-19:</b></p>	Integrate Health and Fitness Pathway theme into core academic classes and increase student awareness and participation in Dewey's Health & Fitness Pathway.		

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

<p><b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	<p>2: Somewhat</p>	<p>Students are cohorted to create a Senior Portfolio that is aligned with a student's college or career pathway. Teacher job assignments take into account a teacher's skills and what they could add to strengthen our Health and Fitness Pathway. 6th period of everyday is to be used for teacher/team planning.</p>	<p>Teachers need to allot one planning period weekly for collaboration by department or Pathway infusion by subject matter or pathway design.</p>
<p><b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	<p>3: Mostly</p>	<p>All students have access to all programs, supports, pathway, and opportunities.</p>	<p>Communication of what is available to students needs to be advertised more.</p>
<p><b>Systems &amp; Structures Goal for 2018-19:</b></p>	<p>Provide more professional development and protected collaboration time around integrating our pathway theme of Health and Fitness into core academic classes.</p>		

## LANGUAGE & LITERACY

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

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

## IMPLEMENTATION GOALS

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

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

## THEORY OF ACTION

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

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<p><b>Literacy Strategies:</b> Implement Annotation and read aloud strategies in all content areas; small group instruction, teach in native language where applicable, Read 180 to support teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth.</p>	Long-Term English Learners					Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy
<p><b>Professional Development/Sharing of Best Practices:</b> Showcase teacher success strategies during PD to support teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth.</p>	English Learners					Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners
<p><b>Professional Development/Collaboration Time:</b> Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth</p>	Low-Performing Students	LCFF Supplemental	\$3,715.11	1120		Rigorous Academics	A3.2 Reading Intervention
<p><b>Professional Development Targeting Children with Disabilities:</b> Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond <i>for children with disabilities.</i></p>	Low-Performing Students	LCFF Supplemental	\$0.00	1120		Rigorous Academics	A3.2 Reading Intervention
<p><b>Professional Development Targeting Homeless Students:</b> Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth</p>	Low-Performing Students	LCFF Supplemental	\$0.00	1120		Rigorous Academics	A3.2 Reading Intervention

<b>Professional Development Targeting Children with Disabilities:</b> Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Low-Performing Students	LCFF Supplemental	\$0.00	1120		Rigorous Academics	A3.2 Reading Intervention
<b>Professional Development Targeting GATE Students:</b> Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Low-Performing Students	LCFF Supplemental	\$0.00	1120		Rigorous Academics	A3.2 Reading Intervention
<b>ELL Literacy Support:</b> Hire a .4 FTE English ELL Teacher to Integrate literacy strategies to assist Newcomers and EL students to achieve academic proficiency in core subjects, such as English Language Arts.	English Learners	Title I: Basic	\$35,766.89	1105	K12TCH2290	Rigorous Academics	A4.1 English Learner Reclassification
<b>Title I:</b> Surplus to be allocated in Fall 2018	English Learners	Title I: Basic	\$16,701.63	4399		Rigorous Academics	A4.1 English Learner Reclassification
<b>STIP Sub:</b> Hire a .9 STIP sub to provide release time for teachers to conduct peer observations and provide extended learning opportunities and increase the quality and amount of instruction.	Low-Performing Students	General Purpose Discretionary	\$40,757.76	1105	TCSTIP0666	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
<b>STIP Sub:</b> Hire a .1 STIP sub to provide release time for teachers to conduct peer observations and provide extended learning opportunities and increase the quality and amount of instruction.	Low-Performing Students	LCFF Supplemental	\$4,528.64	1105	TCSTIP0666	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Teacher Substitutes: Teacher substitutes to allow release time for teachers to conduct peer observations and attend PDs and conferences to learn best practices	Low-Income Students	LCFF Supplemental	\$3,715.11	1150		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
<b>Classified Support Salaries:</b> Pay for classified support to provide additional support during summer learning time	Low-Income Students	LCFF Supplemental	\$1,857.56	2225		Rigorous Academics	A1.5 Summer Learning
<b>Clerical Support Overtime:</b> Pay for clerical support to provide additional support during summer learning time	Low-Performing Students	LCFF Supplemental	\$1,857.56	2425		Rigorous Academics	A1.5 Summer Learning
<b>Meeting Refreshments</b>	Low-Performing Students	LCFF Supplemental	\$13,000.00	4311		Rigorous Academics	A1.1 Pathway Programs
<b>Furniture</b>	Low-Income Students	LCFF Supplemental	\$5,000.00	4432		Rigorous Academics	A2.3 Standards-Aligned Learning Materials

<b>Dues and Memberships</b>	Low-Income Students	LCFF Supplemental	\$980.00	5300		Building the Conditions	A1.1 Pathway Programs
<b>Equipment Maintenance Copier</b>	Low-Income Students	LCFF Supplemental	\$9,400.00	5610		Building the Conditions	A1.1 Pathway Programs
<b>Interprogram Duplication</b>	Low-Income Students	LCFF Supplemental	\$2,200.00	5716		Building the Conditions	A1.1 Pathway Programs
<b>Interprogram Postage</b>	Low-Income Students	LCFF Supplemental	\$2,500.00	5724		Building the Conditions	A1.1 Pathway Programs
<b>Interprogram IT Computer Support</b>	Low-Income Students	LCFF Supplemental	\$10,028.00	5737		Building the Conditions	A1.1 Pathway Programs
<b>Postage</b>	Low-Income Students	LCFF Supplemental	\$294.00	5910		Building the Conditions	A1.1 Pathway Programs
<b>Non-Contract Services</b>	Low-Income Students	LCFF Supplemental	\$14,000.00	5826		Building the Conditions	A1.1 Pathway Programs

## RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

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

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

**What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?**

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

<b>Expand Health &amp; Fitness Program of Study and Certification Opportunities</b> - 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.	Partially Implemented	Somewhat Effective	Professional Development, including Buy Back Day, dedicated to focus on Pathway infusion. Health Pathway Coach meets with Pathway teachers to provide feedback & develop or redesign curriculum. Lesson Plans must include a Pathway focus Point. Fire Dept provides free CPR Certification Training. Dual Enrollment classes added (Kinesiology: Personal Trainer Certification; Health & First Aid.
<b>Health &amp; Fitness CTE Course</b> - 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.	Partially Implemented	Somewhat Effective	Fit 4 Life Class implemented by Personal Fitness Trainer. Health & Safety course continues but curriculum being revised. CTE Sports Medicine course being developed. Careers courses designed with an ECCO focus (Resume Writing, Interview Skills, Financial Literacy)

## IMPLEMENTATION GOALS

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

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

## THEORY OF ACTION

<b>Theory of Action</b>	If we integrate health and fitness and the 8 Dimensions of Wellness across the curriculum and school culture, then students will be more engaged in all of their classes and in making their own career plan.			
<b>How are you supporting English Language Learners?</b>	Teachers are encouraged to use strategies to support ELL learners. These include but are not limited to KWL charts, Think - Pair- Share and various graphic organizers.			
<b>How are you building conditions for students and adult learning?</b>	Supporting teachers and motivating students to increase their capacity to apply various learning strategies for understanding core curriculum.			
<b>Engagement: Who do you need to meet with moving</b>	<b>Governance Team</b> (SSC, Parent Team, Student Leadership)	<b>Leadership Team</b> (ITL)	<b>Pathway Teams</b>	<b>Department Teams</b>



meet with moving forward to develop and then finalize this plan?	All	All	All	All
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**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<b>Teacher Externships:</b> Teacher externships to deepen teacher understanding and confidence integrating health and fitness into the classroom.	Low-Income Students					Rigorous Academics	A1.1 Pathway Programs
<b>Senior Portfolio:</b> Review and revise the senior portfolio process to add health component and alignment to wellness. Review and revise the senior portfolio process to make the final product relevant to the student's college or career path	Low-Income Students					Rigorous Academics	A1.1 Pathway Programs
<b>PD Scope and Sequence:</b> Develop PD arch for the year to include a strand on pathway integration.	Low-Income Students					Rigorous Academics	A1.1 Pathway Programs
<b>Supplies:</b> Purchase supplies to support rigorous academics	Low-Income Students	LCFF Supplemental	\$32,323.03	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
<b>Supplies:</b> Purchase supplies to support rigorous academics	Low-Income Students	General Purpose Discretionary	\$4,202.24	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
<b>Pathway Integration:</b> Extended planning time for teachers to integrate the health and fitness theme into their core content curriculum	Low-Performing Students	Measure N	\$9,906.96	1120		Rigorous Academics	A1.1 Pathway Programs
<b>CTE Sequence:</b> Formalizing Health Careers and Sports Medicine Pilot into full class series	Low-Income Students					Career Technical Education	A1.1 Pathway Programs
<b>CTE Integration:</b> Add CEVs for Sports Medicine and other Core Classes	Low-Income Students					Career Technical Education	A1.1 Pathway Programs
<b>CTE Teacher:</b> Hire a Health CTE teacher to ensure all students are able to take sequenced CTE courses as part of the pathway (.02 FTE)	Low-Performing Students	Measure N	\$1,813.50	1105	K12TCH9999	Career Technical Education	A1.1 Pathway Programs
<b>CTE Teacher:</b> Hire a Health CTE teacher to ensure all students are able to take sequenced CTE courses as part of the pathway (.4 FTE)	Low-Income Students	Measure N	\$36,270.09	1105	K12TCH9999	Career Technical Education	A1.1 Pathway Programs
<b>Pathway Coach:</b> Hire a pathway coach to support with pathway development	Low-Income Students	Measure N	\$24,000.00	5708		Building the Conditions	A1.1 Pathway Programs
<b>Dual Enrollment: Purchase textbooks for the Kinesiology A &amp; B Dual-Enrollment Courses</b>	Low-Income Students	Measure N	\$3,000.00	4100		Rigorous Academics	A1.1 Pathway Programs
<b>Health Medical Lab Supplies:</b> Purchase supplies to support the Health and Wellness pathway, along with the buildout of Health Medical Lab	Low-Income Students	Measure N	\$12,000.00	4310		Career Technical Education	A1.1 Pathway Programs
<b>Health Medical Lab Furniture:</b> Purchase furniture that is specific and required to create the Medical Lab Stations in the new Medical Lab	Low-Income Students	Measure N	\$6,000.00	4432		Career Technical Education	A1.1 Pathway Programs

<b>Pathway Retreats and Site Visits:</b> Plan and attend two pathway retreats throughout the year to support pathway development continuous improvement. Additionally, staff will visit other health pathways to see and learn about best practices.	Low-Performing Students	Measure N	\$12,000.00	5200		Building the Conditions	A1.1 Pathway Programs
<b>Pathway Retreats:</b> Pay for classified staff to participate in a pathway design retreat	Low-Income Students	Measure N	\$619.19	2225		Building the Conditions	A1.1 Pathway Programs
<b>Pathway Retreats:</b> Pay for Rentals-Facility for the Pathway Retreats	Low-Income Students	Measure N	\$2,500.00	5624		Building the Conditions	A1.1 Pathway Programs
<b>Expanded Learning Program:</b> Provide an expanded learning program where students have additional opportunities for learning and acceleration through a partnership with EBAC	Low-Income Students	21st Century	\$214,730.75	5825		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

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

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

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

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Career Awareness</b>	Double the number of student in internships.	All Students	TBD	TBD	TBD	85% of students will have a pathway experience
<b>Career Exploration</b>	85% of Dewey students will have a work based learning experience related into health.	All Students	TBD	TBD	TBD	85% of students will have a pathway experience
<b>Career Preparation</b>	100% graduates will have a viable and realistic career plan by the time they graduate.	All Students	TBD	TBD	TBD	85% of students will have a pathway experience

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

### STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<b>Creating Conditions for Student Success:</b> Continue to grow relationships for internships focused on Health & Fitness.	African American Students					Work-Based Learning	A1.1 Pathway Programs
<b>Industry Partnerships:</b> Flush out partnership with Alameda Health Services for internships for Dewey Students.	Low-Income Students					Work-Based Learning	A1.1 Pathway Programs
<b>Work-Based Learning Liaison:</b> Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Low-Income Students	Grant	\$80,000.00			Work-Based Learning	A1.1 Pathway Programs
<b>Student Internship Stipends:</b> Issue student stipends as part of the Health & Fitness internship program	Low-Performing Students	Measure N	\$24,767.40	1220		Work-Based Learning	A1.1 Pathway Programs
Fitness Fridays & Wellness Wednesday: Purchase ingredients for the Wednesdays and Fridays nutrition course where students learn how to make healthy foods as part of the nutritional component of the Health and Wellness pathway, specifically the "Physical" dimension of the 8 dimensions of Health and Wellness	All Students	Measure N	\$5,000.00	4311		Work-Based Learning	A1.1 Pathway Programs
<b>Mentoring in Medicine (MIMS):</b> Partner with MIMS to provide the Health Scholar Program at Dewey, which includes: twice weekly workshops to expose and train students in health careers and skills, exposure to Emergency Medical TEchnicians; CPR and First Aid Skills Workshop; splinting, blood pressure, and immobilization workshop.	Low-Income Students	Measure N	\$29,654.19	5825		Work-Based Learning	A1.1 Pathway Programs

## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	3	3+	Restorative Justice practices, Case Manager, Tutors, Counselor, Job placement & training on site, mental health therapist, access to Health Services
College & Career Plan	3	2+	3	Senior Portfolio requires FAFSA, college application support & other components, College & Career Plan, Dual Enrollment Classes, College Counselor, Peralt Colleges partnership, College & Career Exploration visits

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<b>Dewey Palooza</b> - Restructure and improve Dewey's student and family orientation. Create an engaging, and welcoming school enrollment/orientation fair that exposes students and families to all the pathway opportunities that Dewey provides.	Partially Implemented	Somewhat Effective	Restructured orientation to include: Student presentation, community soup, staff participation or introductions, EBAYC/Expanded Learning orientation course selections take place 1st day of classes at beginning of Expanded Learning Session.
<b>Advisory</b> - Review advisory structure and calibrate best practices across to ensure attendance is improving. Continue to teach SEL strategies across the curriculum.	Not Implemented	No Impact/Not Effective	Removed Advisory portion from Careers Courses. To be revised and reintroduced in 2018-2019 as part of the Careers Course.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Conditions for Student Learning (School Climate and Culture)</b>	100% of Dewey students will have an advisor to support their development of a graduation plan.	All Students	TBD	TBD	TBD	100% of graduates will complete a senior portfolio and include a pathway component
<b>College Access</b>	100% of Dewey students will have an advisor to support their development of a graduation plan.	All Students	TBD	TBD	TBD	100% of graduates will complete a senior portfolio and include a pathway component
<b>Differentiated Interventions</b>	100% of seniors will have had a "Next Step" coaching conversation with a caring adult.	All Students	TBD	TBD	TBD	100% of graduates will complete a senior portfolio and include a pathway component

### THEORY OF ACTION

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

### STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<b>Recovery Time:</b> Change "Seat" time to "Recovery" Time as it links to school theme of Health and Fitness. Review structure and systems for "Recovery" Time to improve the systems and culture of student "recovery" time to help students complete incomplete coursework due to absences.	Low-Performing Students					Comprehensive Student Supports	A1.1 Pathway Programs
<b>Mentorship System:</b> Figure out school structure or outside organization that can help create mentorship support for students. Follow up conversation with New Door Ventures, Partners re: mentorship. Gilbert Pete, etc.	Foster Youth					Comprehensive Student Supports	A2.2 Social Emotional Learning
<b>Communication:</b> Build school/pathway brochure to increase student, parent, and family engagement.	All Students					Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops
<b>Comprehensive Transcript Review:</b> Develop transcript evaluation system linked to Aries that can happen with students during advisory.	Low-Performing Students					Comprehensive Student Supports	A1.1 Pathway Programs
<b>RJ Training:</b> Ongoing training for staff and students on Restorative Justice strategies.	Latino Students					Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
<b>Post Secondary Transition Support:</b> Keep campus open for graduates to come back if they need extra support.	Low-Income Students					Comprehensive Student Supports	A1.1 Pathway Programs

<b>Pathway Case Manager:</b> Hire a full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation	African American Males	Measure N	\$73,703.37	2405	24CSEM0025	Comprehensive Student Supports	A1.1 Pathway Programs
<b>Title I Parent Participation:</b> Surplus to be allocated in Fall 2018	English Learners	Title I: Parent Participation	\$1,290.42	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops
<b>Counselor:</b> Hire a .5 FTE counselor to provide additional academic and counseling support	Low-Income Students	LCFF Supplemental	\$51,450.00	5732		Comprehensive Student Supports	A1.1 Pathway Programs
<b>AAMA Manhood Development:</b> Provide an AAMA Manhood Development teacher for wraparound supports	African American Males	LCFF Supplemental	\$22,991.00	5733		Comprehensive Student Supports	A2.2 Social Emotional Learning

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

**School:** Dewey Academy

**School ID:** 310

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Budget Action Number
Literacy Strategies: Implement Annotation and read aloud strategies in all content areas; small group instruction, teach in native language where applicable, Read 180 to support teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth.	Long-Term English Learners					Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy	310-1
Professional Development/Sharing of Best Practices: Showcase teacher success strategies during PD to support teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth.	English Learners					Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners	310-2
Teacher Externships: Teacher externships to deepen teacher understanding and confidence integrating health and fitness into the classroom.	Low-Income Students					Rigorous Academics	A1.1 Pathway Programs	310-3
Senior Portfolio: Review and revise the senior portfolio process to add health component and alignment to wellness. Review and revise the senior portfolio process to make the final product relevant to the student's college or career path	Low-Income Students					Rigorous Academics	A1.1 Pathway Programs	310-4
PD Scope and Sequence: Develop PD arch for the year to include a strand on pathway integration.	Low-Income Students					Rigorous Academics	A1.1 Pathway Programs	310-5
CTE Sequence: Formalizing Health Careers and Sports Medicine Pilot into full class series	Low-Income Students					Career Technical Education	A1.1 Pathway Programs	310-6
CTE Integration: Add CEVs for Sports Medicine and other Core Classes	Low-Income Students					Career Technical Education	A1.1 Pathway Programs	310-7
Creating Conditions for Student Success: Continue to grow relationships for internships focused on Health & Fitness.	African American Students					Work-Based Learning	A1.1 Pathway Programs	310-8
Industry Partnerships: Flush out partnership with Alameda Health Services for internships for Dewey Students.	Low-Income Students					Work-Based Learning	A1.1 Pathway Programs	310-9



Recovery Time: Change "Seat" time to "Recovery" Time as it links to school theme of Health and Fitness. Review structure and systems for "Recovery" Time to improve the systems and culture of student "recovery" time to help students complete incomplete coursework due to absences.	Low-Performing Students						Comprehensive Student Supports	A1.1 Pathway Programs	310-10
Mentorship System: Figure out school structure or outside organization that can help create mentorship support for students. Follow up conversation with New Door Ventures, Partners re: mentorship. Gilbert Pete, etc.	Foster Youth						Comprehensive Student Supports	A2.2 Social Emotional Learning	310-11
Communication: Build school/pathway brochure to increase student, parent, and family engagement.	All Students						Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops	310-12
Comprehensive Transcript Review: Develop transcript evaluation system linked to Aries that can happen with students during advisory.	Low-Performing Students						Comprehensive Student Supports	A1.1 Pathway Programs	310-13
RJ Training: Ongoing training for staff and students on Restorative Justice strategies.	Latino Students						Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	310-14
Post Secondary Transition Support: Keep campus open for graduates to come back if they need extra support.	Low-Income Students						Comprehensive Student Supports	A1.1 Pathway Programs	310-15
Expanded Learning Program: Provide an expanded learning program where students have additional opportunities for learning and acceleration through a partnership with EBAC	Low-Income Students	21st Century	\$214,730.75	5825			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	310-16
STIP Sub: Hire a .9 STIP sub to provide release time for teachers to conduct peer observations and provide extended learning opportunities and increase the quality and amount of instruction.	Low-Performing Students	General Purpose Discretionary	\$40,757.76	1105	TCSTIP0666		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	310-17
Supplies: Purchase supplies to support rigorous academics	Low-Income Students	General Purpose Discretionary	\$4,202.24	4310			Rigorous Academics	A2.3 Standards-Aligned Learning Materials	310-18
Work-Based Learning Liaison: Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Low-Income Students	Grant	\$80,000.00				Work-Based Learning	A1.1 Pathway Programs	310-19
STIP Sub: Hire a .1 STIP sub to provide release time for teachers to conduct peer observations and provide extended learning opportunities and increase the quality and amount of instruction.	Low-Performing Students	LCFF Supplemental	\$4,528.64	1105	TCSTIP0666		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	310-20

Professional Development Targeting Children with Disabilities: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond for children with disabilities.	Low-Performing Students	LCFF Supplemental	\$0.00	1120		Rigorous Academics	A3.2 Reading Intervention	310-21
Professional Development Targeting Homeless Students: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Low-Performing Students	LCFF Supplemental	\$0.00	1120		Rigorous Academics	A3.2 Reading Intervention	310-22
Professional Development Targeting Children with Disabilities: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Low-Performing Students	LCFF Supplemental	\$0.00	1120		Rigorous Academics	A3.2 Reading Intervention	310-23
Professional Development Targeting GATE Students: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Low-Performing Students	LCFF Supplemental	\$0.00	1120		Rigorous Academics	A3.2 Reading Intervention	310-24
Professional Development/Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Low-Performing Students	LCFF Supplemental	\$3,715.11	1120		Rigorous Academics	A3.2 Reading Intervention	310-25
Teacher Substitutes: Teacher substitutes to allow release time for teachers to conduct peer observations and attend PDs and conferences to learn best practices	Low-Income Students	LCFF Supplemental	\$3,715.11	1150		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	310-26

Classified Support Salaries: Pay for classified support to provide additional support during summer learning time	Low-Income Students	LCFF Supplemental	\$1,857.56	2225		Rigorous Academics	A1.5 Summer Learning	310-27
Clerical Support Overtime: Pay for clerical support to provide additional support during summer learning time	Low-Performing Students	LCFF Supplemental	\$1,857.56	2425		Rigorous Academics	A1.5 Summer Learning	310-28
Supplies: Purchase supplies to support rigorous academics	Low-Income Students	LCFF Supplemental	\$32,323.03	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	310-29
Meeting Refreshments	Low-Performing Students	LCFF Supplemental	\$13,000.00	4311		Rigorous Academics	A1.1 Pathway Programs	310-30
Furniture	Low-Income Students	LCFF Supplemental	\$5,000.00	4432		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	310-31
Dues and Memberships	Low-Income Students	LCFF Supplemental	\$980.00	5300		Building the Conditions	A1.1 Pathway Programs	310-32
Equipment Maintenance Copier	Low-Income Students	LCFF Supplemental	\$9,400.00	5610		Building the Conditions	A1.1 Pathway Programs	310-33
Interprogram Duplication	Low-Income Students	LCFF Supplemental	\$2,200.00	5716		Building the Conditions	A1.1 Pathway Programs	310-34
Interprogram Postage	Low-Income Students	LCFF Supplemental	\$2,500.00	5724		Building the Conditions	A1.1 Pathway Programs	310-35
Counselor: Hire a .5 FTE counselor to provide additional academic and counseling support	Low-Income Students	LCFF Supplemental	\$51,450.00	5732		Comprehensive Student Supports	A1.1 Pathway Programs	310-36
AAMA Manhood Development: Provide an AAMA Manhood Development teacher for wraparound supports	African American Males	LCFF Supplemental	\$22,991.00	5733		Comprehensive Student Supports	A2.2 Social Emotional Learning	310-37
Interprogram IT Computer Support	Low-Income Students	LCFF Supplemental	\$10,028.00	5737		Building the Conditions	A1.1 Pathway Programs	310-38
Non-Contract Services	Low-Income Students	LCFF Supplemental	\$14,000.00	5826		Building the Conditions	A1.1 Pathway Programs	310-39
Postage	Low-Income Students	LCFF Supplemental	\$294.00	5910		Building the Conditions	A1.1 Pathway Programs	310-40
CTE Teacher: Hire a Health CTE teacher to ensure all students are able to take sequenced CTE courses as part of the pathway (.02 FTE)	Low-Performing Students	Measure N	\$1,813.50	1105	K12TCH9999	Career Technical Education	A1.1 Pathway Programs	310-41
CTE Teacher: Hire a Health CTE teacher to ensure all students are able to take sequenced CTE courses as part of the pathway (.4 FTE)	Low-Income Students	Measure N	\$36,270.09	1105	K12TCH9999	Career Technical Education	A1.1 Pathway Programs	310-42
Pathway Integration: Extended planning time for teachers to integrate the health and fitness theme into their core content curriculum	Low-Performing Students	Measure N	\$9,906.96	1120		Rigorous Academics	A1.1 Pathway Programs	310-43
Student Internship Stipends: Issue student stipends as part of the Health & Fitness internship program	Low-Performing Students	Measure N	\$24,767.40	1220		Work-Based Learning	A1.1 Pathway Programs	310-44

Pathway Retreats: Pay for classified staff to participate in a pathway design retreat	Low-Income Students	Measure N	\$619.19	2225		Building the Conditions	A1.1 Pathway Programs	310-45
Pathway Case Manager: Hire a full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation	African American Males	Measure N	\$73,703.37	2405	24CSEM0025	Comprehensive Student Supports	A1.1 Pathway Programs	310-46
Dual Enrollment: Purchase textbooks for the Kinesiology A & B Dual-Enrollment Courses	Low-Income Students	Measure N	\$3,000.00	4100		Rigorous Academics	A1.1 Pathway Programs	310-47
Health Medical Lab Supplies: Purchase supplies to support the Health and Wellness pathway, along with the buildout of Health Medical Lab	Low-Income Students	Measure N	\$12,000.00	4310		Career Technical Education	A1.1 Pathway Programs	310-48
Fitness Fridays & Wellness Wednesday: Purchase ingredients for the Wednesdays and Fridays nutrition course where students learn how to make healthy foods as part of the nutritional component of the Health and Wellness pathway, specifically the "Physical" dimension of the 8 dimensions of Health and Wellness	All Students	Measure N	\$5,000.00	4311		Work-Based Learning	A1.1 Pathway Programs	310-49
Health Medical Lab Furniture: Purchase furniture that is specific and required to create the Medical Lab Stations in the new Medical Lab	Low-Income Students	Measure N	\$6,000.00	4432		Career Technical Education	A1.1 Pathway Programs	310-50
Pathway Retreats and Site Visits: Plan and attend two pathway retreats throughout the year to support pathway development continuous improvement. Additionally, staff will visit other health pathways to see and learn about best practices.	Low-Performing Students	Measure N	\$12,000.00	5200		Building the Conditions	A1.1 Pathway Programs	310-51
Pathway Retreats: Pay for Rentals-Facility for the Pathway Retreats	Low-Income Students	Measure N	\$2,500.00	5624		Building the Conditions	A1.1 Pathway Programs	310-52
Pathway Coach: Hire a pathway coach to support with pathway development	Low-Income Students	Measure N	\$24,000.00	5708		Building the Conditions	A1.1 Pathway Programs	310-53
Mentoring in Medicine (MIMS): Partner with MIMS to provide the Health Scholar Program at Dewey, which includes: twice weekly workshops to expose and train students in health careers and skills, exposure to Emergency Medical TEchnicians; CPR and First Aid Skills Workshop; splinting, blood pressure, and immobilization workshop.	Low-Income Students	Measure N	\$29,654.19	5825		Work-Based Learning	A1.1 Pathway Programs	310-54
ELL Literacy Support: Hire a .4 FTE English ELL Teacher to Integrate literacy strategies to assist Newcomers and EL students to achieve academic proficiency in core subjects, such as English Language Arts.	English Learners	Title I: Basic	\$35,766.89	1105	K12TCH2290	Rigorous Academics	A4.1 English Learner Reclassification	310-55
Title I: Surplus to be allocated in Fall 2018	English Learners	Title I: Basic	\$16,701.63	4399		Rigorous Academics	A4.1 English Learner Reclassification	310-56

Title I Parent Participation: Surplus to be allocated in Fall 2018	English Learners	Title I: Parent Participation	\$1,290.42	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops	310-57
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## Title I School Parental Involvement Policy 2017 - 2018

**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 I 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 I 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 (10/16/2017) and will be in effect for the 2017-18 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.

  
\_\_\_\_\_  
(Principal's Signature)

10/16/2017  
(Date)



It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

**Student Pledge:**

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

- 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.

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Student signature

**Parent/Guardian or Family Member Pledge:**

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

- 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.

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Parent/Guardian or Family member signature

**Teacher Pledge:**

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

- 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 partnership with the 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.

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Teacher signature

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

Signed on this 19 day of September, 2017.



**2017-2018**  
**School Site Council Membership Roster – High School**

School Name: Dewey Academy

Chairperson : Robert Hemmer
Vice Chairperson: Juan Campos
Secretary: Ronald Lucas

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Darrell Ross	X				
Melne Chappelle		X			
Vicky Stoneham		X			
Tanya Harris		X			
Ronald Lucas		X			
Juan Campos				X	
Fernando Cruz			X		
Gabriel Torres					X
Willie Lang					X
Junnie Manzano					X
Robert Hemmer				X	
Jesusa Chales Pablo				X	
Gabriela Tapia (alt teacher)		X			
Catelina Vivas (alt parent)				X	

Meeting Schedule (day/month/time)	
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
4-Classroom Teachers  
1-Other Staff

**AND**

3-Parent /Community  
3-Students