

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

June 24, 2015

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2015 - 2016 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2015-2016 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, 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 to 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).

- Title I
- 21<sup>st</sup> Century After School Programs

**Recommendation:**

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Dewey Academy.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

Legislative File ID No.: 15-1302  
Introduction Date: 6/24/15  
Enactment No.: 15-1041  
Enactment Date: 6/24/15

**2015-2016 Single Plan for Student Achievement (SPSA)**

**School:** Dewey Academy  
**CDS Code:** 1612590132688  
**Principal:** Robin Glover  
**Date of this revision:** 6/10/2015

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

<b>Contact Person:</b>	Robin Glover	<b>Position:</b>	Principal
<b>Address:</b>	1111 Second Avenue Oakland, CA 94606	<b>Telephone Number:</b>	510-874-3660
		<b>Email Address:</b>	robin.glover@ousd.k12.ca.us

*The District Governing Board approved this revision of the SPSA on:* 6/24/2015

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

# 15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: Dewey Academy

Site Number: 310

☒ Title I Schoolwide Program

☒ Local Control Funding Formula (LCFF) Base Grant

☐ School Improvement Grant (SIG)

☐ Title I Targeted Assistance Program

☐ LCFF Supplemental Grant

☒ 21st Century

☐ After School Education & Safety Program (ASES)

☐ 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: April 23, 2015

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

☐ Fliers in students' home languages

☐ Announcement at a public meeting

☒ Other (Notices and Media Announcements, etc.)

Signatures:

ROBIN GLOVER

Print name of School Principal

Robin Glover

Signature

4/23/2015

Date

VICKY Storch

Print name of SSC Chairperson

Vicky Storch

Signature

4/23/2015

Date

Kevin Taylor

Print name of Network Superintendent

Kevin Taylor

Signature

4/23/2015

Date

Susana Ramirez

Susana Ramirez, Director, State & Federal Programs

Susana Ramirez

Signature

5/29/15

Date

**SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)****School Site Name:** 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 Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.*

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

**TO BE COMPLETED:**

Date	Stakeholder Group	Engagement Description
1/20/2015	ILT	Conducted ILT work session to flesh out teacher organization, strategize on goals to increase EL SRI scores
1/22/2015	SSC	Budget review approval of title 1 funds for 2015-2016 buget.
4/21/2015	ILT	Presented academic discourse goals to increase literacy skills.
4/23/2015	SSC	Shared rationale and overview of annual plan.

**Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Base #0000</b>	\$245,956.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$0.00	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$245,956.00</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$39,169.00	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$978.00	TBD
School Improvement Grant ... <b>SIG Resource #3180</b>	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$40,147.00</b>	<b>\$0.00</b>

## MAJOR IMPROVEMENT PRIORITIES

### MAJOR IMPROVEMENT PRIORITY #1: GRADUATION RATE

*LCAP strategic priorities addressed by this Major Improvement Priority:*

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

#### STUDENT GOAL(S) for Improvement Priority #1

- Increase by 2 percentage points the number of Dewey students graduating in the 2015-16 school year

#### STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other	Percent of Graduates	45.40%	47.40%	49.40%
Other	Decrease Chronic Absence for seniors by 3 percent	72%	75%	78%

#### DATA ANALYSIS for Improvement Priority #1

<b>Performance Strengths</b>	<b>Performance Challenges</b>
100% of our seniors are aware of what they need to accomplish in order to graduate	Despite the fact that we currently have CAHSEE prep classes, the EL population has difficulty passing the ELA section of the CAHSEE. In 2013-14, 48 ELs took the ELA CAHSEE at Dewey. Of those 48 students, 52% of them passed it.

Counselor met individually with every senior and gave training on senior project, FAFSA and community college admissions	Attendance is at 83% so far this year (as of February 2015). While this is an improvement for us (last year we were at 79%), it also represents significant truancy of many of our students, which gets in the way of their academic achievement.
On average 15 students participate in Saturday School. Students work on cyber high, their senior projects or make-up seat time. Saturday school is offered 6 Saturdays per school year. Saturday school takes place on the Saturday prior to the end of the marking period.	We have many students who attend school each day but do not complete the work and therefore do not earn credit for all of the courses they're enrolled in each hexmester (6 weeks).
In 2013-2014 we graduated 134 students.	
In 2013-14, 39 students who had previously failed the ELA CAHSEE passed it at Dewey	

## ROOT CAUSE ANALYSIS for Improvement Priority #1

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

We serve students who have had truancy and discipline issues for most of their schooling. The challenges we face in this area are the reason why our school exists. It is what we expect and what we are here to address.

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

We serve students who have been unable to earn their appropriate credits in other comprehensive high schools. They arrive with years of chronic truancy continue to live in unstable housing and family situations and are surviving poverty and the violence of our streets

Many of our EL students are long term and have emotional and social challenges to improving their Academic English.

## MAJOR IMPROVEMENT STRATEGY #1

**Personalized program and relationship building between students and staff, with a high level of academic and social emotional support.**

<b><i>Teaching Practices:</i></b>	<b><i>Leadership Practices:</i></b>	<b><i>Organizational Practices:</i></b>
Teachers have individual check-ins with students on their progress.	Principal meets with counselor every three weeks to check in on senior progress towards graduation.	COST meets weekly and includes social emotional support staff, counselor, and principal.

Teachers will refer students to COST when there is a social emotional or health issue.	Principal participates in student support meetings.	Saturday school to recover seat time twice each marking period.
Counselor has individual meetings with every senior to go over their credits and other graduation requirements	Principal participates in COST	Master schedule includes Online credit recovery classes every period, CAHSEE prep classes, and ELD for Long Term English Learners.
Students who are within 75 credits of graduating receive a "Senior Status" letter from the counselor.	Principal and Assistant Principal regularly have 1-1 meetings with students.	All students are taught how to read their transcripts and know what credits they still need to graduate.
Updated transcripts are given to students every 6 weeks	Principal and Counselor have weekly meeting to discuss target high-risk students.	Schedule and organize monthly problem-solving sessions with teachers, counselor and other members of COST team to discuss high-risk target students.
Counselor helps all seniors complete a FAFSA, resume, and application to a community college as part of their Senior Project. This often supports and motivates students to complete their credits and graduate.	Principal checks attendance on Aeries each morning to identify truant students.	Implement 1 career day to bring in African American and Latino professionals from a wide variety of fields of interest to our students.
Counselor will analyze student credit attempted vs earned each hexmester to monitor, celebrate students who are earning 10+ credits/hexamester, and intervene with those who are earning fewer than 10 credits/hexamester.	Principal will ensure that data boards are kept current and are used by teachers and all support staff to identify and plan interventions for target students.	Schedule Staff Work/PD time after each hexmester to analyze the newly updated data boards.
Teachers WILL use the data boards to identify and plan interventions for target students.	Set up PD's around data inquiry and testing interventions.	Setting up timeline per hexmester and working with partners in ILT to develop PD.
Senior Project requires students to create a portfolio which includes an interest/career/skills inventory	Counselor with support of teachers create and modify senior projects	Create and modify timeline as to when the seniors complete their senior projects



<b>MAJOR IMPROVEMENT PRIORITY #2:</b>	<b>ACADEMIC DISCOURSE</b>
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*LCAP strategic priorities addressed by this Major Improvement Priority:*

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

### **STUDENT GOAL(S) for Improvement Priority #2**

- 5% increase in ELA CAHSEE passage rate
- During Rounds and Walkthroughs, 50% of the time we will see students engaged in discussion of content.
- During Walkthroughs, we will observe students clarifying, justifying, and elaborating on their ideas and conclusions.

### **STUDENT GOAL TARGET(S) for Improvement Priority #2**

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other - CAHSEE	5% increase in CAHSEE passage rate	64.70%	66.70%	68.70%
Other - Walkthrough data collection	In 50% of walkthroughs we'll see all students engaged in discussion of the content.	50%	60%	70%
Other - Walkthrough data collection	In 50% of walkthroughs, we'll see students clarifying, justifying, and elaborating on their ideas and conclusions.	50%	60%	70%

### **DATA ANALYSIS for Improvement Priority #2**

<b>Performance Strengths</b>	<b>Performance Challenges</b>
in 2013-2014, # students who had failed ELA CAHSEE at their previous high school, passed it at Dewey.	In 2013-2014, # EL students who took and failed ELA CAHSEE at Dewey.

## ROOT CAUSE ANALYSIS for Improvement Priority #2

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

Most of our students arrive with very low English Language skills and interrupted academic development. One of our challenges is how to engage students in the standards, given their truancy, academic skill level, social emotional struggles, and negative self-concept and academic self-esteem.

We are not sure what CAHSEE prep course or strategies could be more effective than what we're providing.

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

## MAJOR IMPROVEMENT STRATEGY #2

**Teachers will implement Academic Discussion structures in all classes. School provides monthly Academic Discussion teacher training, supported by walkthrough observations and feedback.**

<b><i>Teaching Practices:</i></b>	<b><i>Leadership Practices:</i></b>	<b><i>Organizational Practices:</i></b>
All teachers will prompt students to clarify, justify, and elaborate on their ideas every day, every period.	Arrange for monthly PD on academic discussion, including teacher demonstrations of effective discussion strategies.	Weekly ILT meetings focused on instructional shifts to Common Core.
Build academic discussion into all academic courses as well as after school enrichment classes.	Principal walk throughs focused on Academic Discussion, with immediate feedback.	Monthly PD on academic discussion structure and strategies and moving that into student writing.
Implement formal writing prompts in each course every 6 weeks, scored using new school wide Common Core writing rubric.	Arrange for teacher peer observation focused on academic discussion.	Scheduled peer observations and subbing rotation.
Craft and use common writing rubric and participate in common assessment of student writing.	PD time includes teachers crafting school wide writing rubric and assessment of student writing samples each 6 weeks.	Organize Instructional Rounds focused on Academic Discussion. Participants include teacher leaders and administrators.
Offer differentiated instruction to all students struggling and advanced to address their unique needs (GATE)		Monthly PD includes teacher demonstration of effective discussion strategies.

**MAJOR IMPROVEMENT PRIORITY #3: ATTENDANCE**

*LCAP strategic priorities addressed by this Major Improvement Priority:*

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

**STUDENT GOAL(S) for Improvement Priority #3**

- Increase ADA by 10 percent
- Decrease Chronic Absence by 10 percent

**STUDENT GOAL TARGET(S) for Improvement Priority #3**

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Average Daily Attendance	Attendance	72%	77%	82%
Chronic Absence	Review, Reflect, Revise Attendance Data Plan each Hexmester (6 weeks)			

**DATA ANALYSIS for Improvement Priority #3**

<b>Performance Strengths</b>	<b>Performance Challenges</b>
Attendance rate has increased over the last two years. 12-13 = 65%, 13-14 = 70%, 14-15 = 72%	Our attendance rate is still quite low.

**ROOT CAUSE ANALYSIS for Improvement Priority #3**

*What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?*

For the majority of our students, poor attendance is a major contributor to their lack of academic success. Along with behavior issues, truancy is a major concern.

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

Due to poor attendance, students at Dewey lack the basic academic foundation needed for academic success, and must be remediated and accelerated simultaneously.

Many of our students work to help their families pay basic bills. They experience significant pressure to contribute financially to their families, that is a bigger expectation than finishing high school or going to college.

**MAJOR IMPROVEMENT STRATEGY #3**

**Develop Attendance Plan for chronic truancy with staff, parents, and students. Include ILT and student leadership for suggestions. Monitor attendance on weekly and hexmester, six week, basis. Continue with SART, SARBs and SSTs.**

<b><i>Teaching Practices:</i></b>	<b><i>Leadership Practices:</i></b>	<b><i>Organizational Practices:</i></b>
Counselor stand at front gate to check in individually with students individually who have been chronically absent	Parent/Guardian calls about attendance	COST Team weekly meetings
Teachers welcome students back to class without judgement, provide make-up work	Participate in SST's	Provide staffing and space for Restorative Justice as part of campus discipline
Teachers refer students to COST or Restorative Justice for additional support	Participate in COST	Hire and schedule African American Male Achievement class on campus during the school day.
Teachers, Attendance Clerk and Counselor participate in Student Attendance Circles	Student participation in student contracts	Case Manager's role includes individual meetings and home visits when necessary
Communications Day where teachers call homes to discuss students progress and attendance	Refer students to COST	Weekly calls from Attendance Clerk
Attendance Clerk will compile and report attendance above 85% and improved attendance each hexmester. This data will be posted publicly to celebrate those students, and will be used to invite them to a celebratory event (ice cream or pizza party, after school movie, movie tickets, etc.)	Drive the neighborhood every morning to help bring students to school	Schedule Saturday School and After School sessions to recover seat time
Teachers check data boards each hexmester to identify and intervene with target students.	Update Data Boards each hexmester.	SSO informs office by walkie talkie when students show up after multi-day absences so a supportive adult can check in with the student.

		Hold attendance excellence and improvement award celebration each hexmester.
		Support Providers are visible and present in the school and actively checking in with students, building supportive relationships with them, and helping them respond to problems that may get in the way of their school attendance.



**Centralized Services for Planned Improvements in Student Performance**

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

**Title I Centralized Services**

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

<b>School:</b> Dewey Academy												
<b>BUDGET ACTIONS &amp; FUNDING:</b> IMPROVEMENT PRIORITY #1 (GRADUATION RATE)											<a href="#">Click here for the full list of LCAP strategies.</a>	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers have individual check-ins with students on their progress.	Other	Low-Income Students		Central Resources	1105	Teacher		10	\$322,465.69	310-1A	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Teachers will refer students to COST when there is a social emotional or health issue.	Other	Low-Income Students	Safe Passages - restorative justice consultant	Title I Basic	5825	0	0	0	\$8,173.31	310-1B	Targeted Approaches	A5.2: Health & Wellness (Mental & Physical Health)
Counselor has individual meetings with every senior to go over their credits and other graduation requirements	Other	Low-Income Students		Other	5732	Counselor	COUNSL0047	1	\$89,158.00	310-1C	Targeted Approaches	A1.3: A-G Completion
Students who are within 75 credits of graduating receive a "Senior Status" letter from the counselor.	Other	Low-Income Students		Central Resources	1105	Teacher		10	\$322,466.00	310-1D	Targeted Approaches	A1.3: A-G Completion
Updated transcripts are given to students every 6 weeks	Other	Low-Income Students		Other	2405	Office Manager	OFFMGR0033	1	\$68,947.00	310-1E	Targeted Approaches	A1.3: A-G Completion
Counselor helps all seniors complete a FAFSA, resume, and application to a community college as part of their Senior Project. This often supports and motivates students to complete their credits and graduate.	Other	Low-Income Students		General Purpose Discretionary	5732	Counselor	COUNSL0047		\$44,579.23	310-1F	Targeted Approaches	A1.3: A-G Completion
Counselor will analyze student credit attempted vs earned each semester to monitor, celebrate students who are earning 10+ credits/semester, and intervene with those who are earning fewer than 10 credits/semester.	Other	Low-Income Students		Other	5732	Counselor	COUNSL0047	1	\$89,158.00	310-1G	Targeted Approaches	A1.3: A-G Completion
Teachers WILL use the data boards to identify and plan interventions for target students.	Other	Low-Income Students		General Purpose Discretionary	1105	Teacher(s)			\$12,005.29	310-1H	Targeted Approaches	A2.8: Data & Assessment
Senior Project requires students to create a portfolio which includes an interest/career/skills inventory	Other	Low-Income Students		Other	1105	Teacher(s) & Counselor				310-1I	Targeted Approaches	A1.3: A-G Completion
Classified Benefits		Low-Income Students		General Purpose Discretionary	3102/3322/3502/3602	Classified			\$1,706.02	310-1J		
Parent education on graduation requirements and college readiness	Other	Low-Income Students		Title I Parent	4310				\$978.00	310-1K	Family Engagement	A6.5: Academic Parent-Teacher Communication & Workshops
Principal meets with counselor every three weeks to check in on senior progress towards graduation.	Other	Low-Income Students		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1L	Targeted Approaches	A1.3: A-G Completion
Principal participates in student support meetings.	Other	Low-Income Students		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1M	Targeted Approaches	A5.2: Health & Wellness (Mental & Physical Health)
Principal participates in COST	Other	Low-Income Students		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1N	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Principal and Assistant Principal regularly have 1-1 meetings with students.	Other	Foster Youth		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1O	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Principal and Counselor have weekly meeting to discuss target high-risk students.	Other	Low-Income Students		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1P	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)

Principal checks attendance on Aeries each morning to identify truant students.	Other	Low-Income Students		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1Q	Teacher PD	A2.8: Data & Assessment
Principal will ensure that data boards are kept current and are used by teachers and all support staff to identify and plan interventions for target students.	Other	Low-Income Students		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1R	Teacher PD	A2.8: Data & Assessment
Set up PD's around data inquiry and testing interventions.	Other	Low-Income Students		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1S	Teacher PD	A2.8: Data & Assessment
Counselor with support of teachers create and modify senior projects	Other	Low-Income Students		Other	5732	Counselor	COUNSL0047	1	\$89,158.00	310-1T	Targeted Approaches	A1.3: A-G Completion
21 Century central Equitable Access		Low-Income Students		21st Century	1525				\$22,000.00	310-1U	Extended Learning Time	A1.6: After School Programs
21 Century Core		Low-Income Students		21st Century	5825	Staff			\$107,039.00	310-1V	Extended Learning Time	A1.6: After School Programs
COST meets weekly and includes social emotional support staff, counselor, and principal.	Other	Low-Income Students		Other		Staff		10		310-1W	Family Engagement	A5.2: Health & Wellness (Mental & Physical Health)
Saturday school to recover seat time twice each marking period.	Other	Low-Income Students		Other	1120	Teacher		1		310-1X	Extended Learning Time	A1.3: A-G Completion
Master schedule includes Online credit recovery classes every period, CAHSEE prep classes, and ELD for Long Term English Learners.	Other	Low-Income Students		Other	5732	Counselor	COUNSL0047	1	\$89,158.00	310-1Y	Targeted Approaches	A1.3: A-G Completion
All students are taught how to read their transcripts and know what credits they still need to graduate.	Other	Low-Income Students		Other	5732	Counselor	COUNSL0047	1	\$89,158.00	310-1Z	Targeted Approaches	A1.3: A-G Completion
Schedule and organize monthly problem-solving sessions with teachers, counselor and other members of COST team to discuss high-risk target students.	Other	Low-Income Students		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1AA	Targeted Approaches	A5.2: Health & Wellness (Mental & Physical Health)
Implement 1 career day to bring in African American and Latino professionals from a wide variety of fields of interest to our students.	Other	Low-Income Students		Other						310-1AB	Family Engagement	A1.1: Pathway Programs
Schedule Staff Work/PD time after each hexmester to analyze the newly updated data boards.	Other	Low-Income Students		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1AC	Teacher PD	A2.8: Data & Assessment
Setting up timeline per hexmester and working with partners in ILT to develop PD.	Other	Low-Income Students		Other	1305	Principal	PRINHS0016	1	\$104,020.00	310-1AD	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Create and modify timeline as to when the seniors complete their senior projects	Other	Low-Income Students		Other	5732/1305	Counselor and Principal	COUNSL0047/PRINHS0016	2	\$193,178.00	310-1AE	Targeted Approaches	A1.3: A-G Completion
Improve CAHSEE passage rate through purchase of CAHSEE online software/material	Other	Low-Income Students		Title I Basic	4315				\$1,493.07	310-1AF	Targeted Approaches	A1.2: CAHSEE Preparation
Working with and monitoring African American Boys	Other	Low-Income Students		General Purpose Discretionary	5733	AAMA	African American Male Facilitator		\$13,054.82	310-1AG	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Adult and Career Ed Graduation Pathway		Low-Income Students		General Purpose Discretionary	5751	GED	Adult Ed Teachers		\$13,000.00	310-1AH	Targeted Approaches	A1.1: Pathway Programs
Pay for the benefits of the FTE the are funded through the Title One funds.	Other	English Language Learners		Title I Basic	3000				\$6,826.69	310-1AI		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (ACADEMIC DISCOURSE)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
All teachers will prompt students to clarify, justify, and elaborate on their ideas every day, every period.	Other - CAHSEE	Low-Income Students		Central Resources	1120	Teacher(s)		10	\$322,466.00	310-2A	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Build academic discussion into all academic courses as well as after school enrichment classes.	Other - Walkthrough data collection	Low-Income Students		Central Resources	1305	Principal/ Assistant Principal	PRINHS0016/ 10APRH0044	2	\$182,273.00	310-2B	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Implement formal writing prompts in each course every 6 weeks, scored using new school wide Common Core writing rubric.	Other - Walkthrough data collection	Low-Income Students								310-2C	Targeted Approaches	A1.3: A-G Completion
Craft and use common writing rubric and participate in common assessment of student writing.	Other - Walkthrough data collection	English Language Learners	.4 FTE	Title I Basic	1105	Teacher	K12TCH2290	0.4	\$22,675.93	310-2D	Targeted Approaches	A3.2: Reading Intervention
Textbooks	Other - CAHSEE	Low-Income Students		General Purpose Discretionary	4100				\$2,000.00	310-2E	Targeted Approaches	A1.2: CAHSEE Preparation
Books other than textbooks				General Purpose Discretionary	4200				\$2,000.00	310-2F		
Supplies		Low-Income Students		General Purpose Discretionary	4310				\$25,000.00	310-2G		
Arrange for monthly PD on academic discussion, including teacher demonstrations of effective discussion strategies.	Other - Walkthrough data collection	Low-Income Students								310-2H	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Principal walk throughs focused on Academic Discussion, with immediate feedback.	Other - Walkthrough data collection	Low-Income Students		Central Resources	1305	Principal	PRINHS0016	1	\$104,020.00	310-2I	Targeted Approaches	A2.6: Teacher Evaluation
Arrange for teacher peer observation focused on academic discussion.	Other - Walkthrough data collection	Low-Income Students		Central Resources	1305	Principal/ Assistant Principal	PRINHS0016/ 10APRH0044	2	\$182,273.00	310-2J	Teacher PD	A3.1: Blended Learning
PD time includes teachers crafting school wide writing rubric and assessment of student writing samples each 6 weeks.	Other - Walkthrough data collection	Low-Income Students		Central Resources		Teachers/Counselor/Principal/ Assistant Principal		11		310-2K	Teacher PD	A3.2: Reading Intervention
Meetings Refreshments		Low-Income Students		General Purpose Discretionary	4311	Parents, Teachers, Counselors, Students			\$11,000.00	310-2L	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
21 Century Family Literacy		Low-Income Students		21st Century	5825				\$18,000.00	310-2M	Family Engagement	A1.6: After School Programs
Weekly ILT meetings focused on instructional shifts to Common Core.	Other - Walkthrough data collection	Low-Income Students		Central Resources	1305	Principal/ Assistant Principal	PRINHS0016/ 10APRH0044	2	\$182,273.00	310-2N	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Monthly PD on academic discussion structure and strategies and moving that into student writing.	Other - Walkthrough data collection	Low-Income Students		Central Resources	1305	Principal/ Assistant Principal	PRINHS0016/ 10APRH0044	2	\$182,273.00	310-2O	Teacher PD	A3.4: Teacher Professional Development focused on Literacy



Scheduled peer observations and subbing rotation.	Other - Walkthrough data collection	Low-Income Students		Central Resources	1305	Principal/ Assistant Principal	PRINHS0016/ 10APRH0044	2	\$182,273.00	310-2P	Teacher PD	A2.3: Standards-Aligned Learning Materials
Organize Instructional Rounds focused on Academic Discussion. Participants include teacher leaders and administrators.	Other - Walkthrough data collection	Low-Income Students		Central Resources	1305	Principal/ Assistant Principal	PRINHS0016/ 10APRH0044	2	\$182,273.00	310-2Q	Teacher PD	A2.3: Standards-Aligned Learning Materials
Monthly PD includes teacher demonstration of effective discussion strategies.	Other - Walkthrough data collection	Low-Income Students		Central Resources	1305	Principal	PRINHS0016	1	\$104,020.00	310-2R	Teacher PD	A2.3: Standards-Aligned Learning Materials
PD time includes teachers crafting school wide writing rubric and assessment of student writing samples each 6 weeks.	Other - Walkthrough data collection	Low-Income Students		Central Resources		Teachers/Counselor/Principal/ Assistant Principal		11		310-2S	Teacher PD	A2.8: Data & Assessment
Looking at Data and using data inquiry along with data boards to lead the program	Other - Walkthrough data collection	Low-Income Students		General Purpose Discretionary	5825	Consultants			\$20,000.00	310-2T	Teacher PD	A2.8: Data & Assessment
Working with Math strategies during PD and throughout the classrooms	Other - CAHSEE	Low-Income Students		General Purpose Discretionary	5825	Consultants			\$30,000.00	310-2U	Teacher PD	A2.9: Targeted School Improvement Support
Teacher Stipends	Other - Walkthrough data collection	Low-Income Students		General Purpose Discretionary	1120	Teachers			\$5,000.00	310-2V	Extended Learning Time	A2.3: Standards-Aligned Learning Materials
Interprogram IT Computer Tech	Other - Walkthrough data collection	Low-Income Students		General Purpose Discretionary	5737	Tech			\$15,719.00	310-2W	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Offer differentiated instruction to all students struggling and advanced to address their unique needs (GATE)										310-2X		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (ATTENDANCE)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Counselor stand at front gate to check in individually with students individually who have been chronically absent	Average Daily Attendance	Low-Income Students	.5 counselor							310-3A	Targeted Approaches	A1.3: A-G Completion
Teachers welcome students back to class without judgement, provide make-up work	Chronic Absence	Low-Income Students	All Teachers	Central Resources	1120	Teacher(s)		10	\$322,466.00	310-3B	Teacher PD	A5.1: School Culture & Climate (Safe & Supportive Schools)
Teachers refer students to COST or Restorative Justice for additional support	Chronic Absence	Low-Income Students	Safe Passages	General Purpose Discretionary	5825				\$15,000.00	310-3C	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Teachers, Attendance Clerk and Counselor participate in Student Attendance Circles	Average Daily Attendance	Low-Income Students		Central Resources		Staff				310-3D	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Communications Day where teachers call homes to discuss students progress and attendance	Average Daily Attendance	Low-Income Students	Teacher(s) and Attendance Clerk	Central Resources		Teacher(s) and Staff				310-3E	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Attendance Clerk will compile and report attendance above 85% and improved attendance each hexmester. This data will be posted publicly to celebrate those students, and will be used to invite them to a celebratory event (ice cream or pizza party, after school movie, movie tickets, etc.)	Average Daily Attendance	Low-Income Students		Central Resources	2405	Attendance Clerk	ATTCLK0024	1	\$28,890.00	310-3F	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)

Teachers check data boards each hexmester to identify and intervene with target students.	Average Daily Attendance	Low-Income Students	Teacher(s)	Central Resources	1120	Teacher(s)		10	\$322,466.00	310-3G	Teacher PD	A2.8: Data & Assessment
Equipment		Low-Income Students		General Purpose Discretionary	5610				\$4,000.00	310-3H	Teacher PD	
Repairs Cont. Equip		Low-Income Students		General Purpose Discretionary	5674				\$4,380.00	310-3I		
Parent/Guardian calls about attendance	Average Daily Attendance	Low-Income Students	Attendance Clerk	Central Resources						310-3J	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Participate in SST's	Chronic Absence	Low-Income Students	Principal, Assistant Principal, Counselor, Teacher(s)	Other		Staff				310-3K	Targeted Approaches	A5.2: Health & Wellness (Mental & Physical Health)
Participate in COST	Average Daily Attendance	Low-Income Students	Attendance Clerk, Site Partners< Assistant Principal, Health Clinic, Nurse	Other		Staff				310-3L	Targeted Approaches	A5.2: Health & Wellness (Mental & Physical Health)
Student participation in student contracts	Chronic Absence	Low-Income Students	Principal, Assistant Principal, Attendance Clerk	Central Resources		Staff				310-3M	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Refer students to COST	Chronic Absence	Low-Income Students	Staff	Other						310-3N	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Drive the neighborhood every morning to help bring students to school	Average Daily Attendance	Low-Income Students	Principal	Central Resources	1305	Principal	PRINHS0016	1	\$104,020.00	310-3O	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Update Data Boards each hexmester.	Average Daily Attendance	Low-Income Students	Staff	Other		All Staff				310-3P	Teacher PD	A5.1: School Culture & Climate (Safe & Supportive Schools)
Classsupp for Saturday School		Low-Income Students	Custodial	General Purpose Discretionary	2225	Custodial			\$3,000.00	310-3Q	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
21 Century Core		Low-Income Students	Staff	21st Century	5825	Staff			\$107,000.00	310-3R	Extended Learning Time	A1.6: After School Programs
COST Team weekly meetings	Average Daily Attendance	Low-Income Students	Staff	Other		All Staff				310-3S	Targeted Approaches	A5.2: Health & Wellness (Mental & Physical Health)
Provide staffing and space for Restorative Justice as part of campus discipline	Average Daily Attendance	Low-Income Students	Office Staff	Title I Basic						310-3T	Targeted Approaches	A5.2: Health & Wellness (Mental & Physical Health)
Hire and schedule African American Male Achievement class on campus during the school day.	Average Daily Attendance	African American Students	AAMA .2 FTE	Other	5733	Teacher		0.2	\$12,500.00	310-3U	Targeted Approaches	A3.1: Blended Learning
Case Manager's role includes individual meetings and home visits when necessary										310-3V		
Weekly calls from Attendance Clerk	Average Daily Attendance	Low-Income Students	Attendance Clerk	Central Resources	2405	Attendance Clerk		1	\$28,890.00	310-3W	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Schedule Saturday School and After School sessions to recover seat time	Average Daily Attendance	Low-Income Students	Teacher	Other	1120	Teacher			\$3,000.00	310-3X	Extended Learning Time	A1.3: A-G Completion
SSO informs office by walkie talkie when students show up after multi-day absences so a supportive adult can check in with the student.	Chronic Absence	Low-Income Students	SSO	Central Resources		SSO		1		310-3Y	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Hold attendance excellence and improvement award celebration each hexmester.	Average Daily Attendance	Low-Income Students	Staff	Central Resources						310-3Z	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)

Support Providers are visible and present in the school and actively checking in with students, building supportive relationships with them, and helping them respond to problems that may get in the way of their school attendance.	Average Daily Attendance	Low-Income Students		Grant				2		310-3AA	Targeted Approaches	A5.2: Health & Wellness (Mental & Physical Health)
Certificated Benefits	Average Daily Attendance	Low-Income Students	Staff	General Purpose Discretionary	3101/3401/36013901	Teachers			\$9,511.64	310-3AB		
Restorative Justice	Average Daily Attendance	Low-Income Students	Restorative Justice Coordinator	General Purpose Discretionary					\$15,000.00	310-3AA	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)

## **Title I School Parental Involvement Policy 2014 - 2015**

**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**

- 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 (04/24/2014) and will be in effect for the 2014-15 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)

04/24/2014  
(Date)

## **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.

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**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.

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**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.

Ruth Glover  
Teacher signature

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

Signed on this 4 day of April, 2014.

## School Site Council Membership Roster – High School

School Name: Dewey Academy

School Year: 2014-2015

<b>Chairperson :</b> Ms. Vicky Stoneham	<b>Vice Chairperson:</b> Ms. Michell McKnight
<b>Secretary:</b> Mr. Ronald Lucas	<b>*LCAP Parent Advisory Nominee:</b> Mrs. Yasmin Rojas
<b>*LCAP EL Parent Advisory Nominee:</b> Cristina Paniagua	<b>*LCAP Student Nominee:</b> Beatriz Ramirez-Paniagua

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Robin Glover	X				
Vicky Stoneham		X			
Melne Chappelle		X			
Ronald Lucas		X			
Johnetta Wimberly		X			
Michell McKnight			X		
Jesus Miramontes				X	
Yasmin Rojas				X	
Cristina Paniagua				X	
Beatriz Ramirez-Paniagua					X
Perla Guerra-Reynosa					X
Antonio Hernandez					X

<b>Meeting Schedule</b> (day/month/time)	09/25/14, 10/23/14, 11/20/14, 12/18/14, 1/22/15, 2/26/15, 3/26/15, 4/23/15, 5/28/15, 6/4/15
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### 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.

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](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.