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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Dewey Academy

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**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Dewey Academy.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Dewey Academy

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By: er



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

## **2022-2023 School Plan for Student Achievement (SPSA)**

**School:** Dewey Academy  
**CDS Code:** 1612590132688  
**Principal:** Staci Ross-Morrison  
**Date of this revision:** 5/25/20

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

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

**Contact:** Staci Ross-Morrison

**Position:** Principal

**Address:** 1111 Second Avenue  
Oakland, CA 94606

**Telephone:** 510-874-3660

**Email:** staci.ross-morrison@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/25/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

**2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Dewey Academy

**Site Number:** 310

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

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

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

**Date(s) plan was approved:** \_\_\_\_\_

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

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

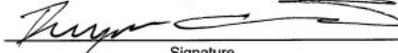
**Signatures:**

Staci Ross-Morrison  
Principal

  
Signature

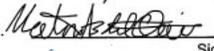
5/25/2022  
Date

Dwayne Aikens  
SSC Chairperson

  
Signature

5/25/2022  
Date

Matin Abdel-Qawi  
Network Superintendent

  
Signature

5/31/2022  
Date

Lisa Spielman  
Director, Strategic Resource Planning

  
Signature

6/6/2022  
Date

**2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/1/2021	Leadership Data	Data Dive to build a better understanding of the community.
10/28/2021	SSC	Disaggregated attendance data
11/3/2021	Whole staff	Staff participated in a data dive around attendance
11/18/2021	SSC	Student Data Disaggregated
1/31/2022	Leadership	Leadership team dove into SPSA/ strenghts and challenges
2/24/2022	SSC	SSC meeting where staff provided input to Part 3
2/23/2022	Dewey Staff	Staff meeting where staff contributed to part 3
3/2/2022	Dewey Staff	Staff meeting where staff contributed to part 3
3/11/2022	Dewey Students	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

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

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

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$15,170.00
Total Federal Funds Provided to the School from the LEA for CSI	\$26,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$354,383.57

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$13,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$21,500.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$370.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$154,645.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$925.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$26,000.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$137,068.57	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$41,170.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$313,213.57</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$354,383.57</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Dewey Academy

**School ID:** 310

#### School Description

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

#### School Mission and Vision

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

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

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

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

### 1B: STUDENT GOALS & TARGETS

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

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-147.8	n/a	<i>not available until Fall 2022</i>	-130
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	0.0%	<i>not available until Fall 2022</i>	n/a

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-230.3	n/a	<i>not available until Fall 2022</i>	-200
CAST (Science) at or above Standard	All Students	1%	n/a	<i>not available until Fall 2022</i>	30%

**Graduation Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	36%	29%	<i>not available until Fall 2022</i>	40%
On Track to Graduate: 9th Grade	All Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a
On Track to Graduate: 11th Grade	All Students	0%	0%	<i>not available until Fall 2022</i>	50%
A-G Completion	All Students	1%	0%	<i>not available until Fall 2022</i>	n/a
College/Career Readiness <i>*2018-19 baseline</i>	All Students	0%	n/a	<i>not available until Fall 2022</i>	80%

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

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-218.4	n/a	<i>not available until Fall 2022</i>	-200.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	Choose a group at left.	Choose a group at left.	<i>not available until Fall 2022</i>	5.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	7%	<i>not available until Fall 2022</i>	5%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-254	n/a	<i>not available until Fall 2022</i>	-200.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-239.9	n/a	<i>not available until Fall 2022</i>	-200.0
<b>Reclassification Measures &amp; Annual Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Target</b>
ELL Reclassification	English Learners	0%	0%	<i>not available until Fall 2022</i>	30%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	30%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Target</b>
Student Connectedness to School	All Students	38%	53%	<i>not available until Fall 2022</i>	60%
Out-of-School Suspensions	All Students	4%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	African American Students	7%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	Special Education Students	6%	n/a	<i>not available until Fall 2022</i>	5%
Chronic Absenteeism	All Students	79%	86%	<i>not available until Fall 2022</i>	60%
Chronic Absenteeism	African American Students	78%	82%	<i>not available until Fall 2022</i>	50%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	75%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	60%

### 1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	Google classrooms are used to provide information in one location, Transitions specialists hired, new announcement format where students are able to hear and see information, on campus career fair this year, more field trips connected to careers	More adults on campus to ensure students receive information, more student feedback used when designing experiences.
<i>LCAP Goal 2: Focal Student Supports</i>	Case managers on campus, many community partnerships, COST, district pay for home visits, tutors	District support provided to address attendance, Dewey students are receptive to support
<i>LCAP Goal 3: Student/Family Supports</i>	Parent Square communication, staff is always willing to help, parent involvement in Culture and Climate team, Informative website, social media presence, calls home	The need for families to communicate with the site after hours. Home visits have been a means to build relationships with students and families, Announcements are shared with entire community including parents, PD time given to staff making calls
<i>LCAP Goal 4: Staff Supports</i>	Weekly professional developments, shared prep time, conference and material reimbursements, district provided social emotional support and resources	Teachers have been given the opportunity to design their learning together
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Students do not check email, student lack of engagement, lack of funds for transportation, reduction in staff who do many of the enrichment activities, competition with financial obligations of students	Students' lack of engagement and attention to detail, students' low attendance

<i>LCAP Goal 2: Focal Student Supports</i>	Students not attending school for various reasons, student follow through, students are hungry, students have concerns that are outside of school.	Students need to work, not being vaccinated, not believing their education matters more than a paycheck, the need for housing and employment is constant, students ask for better food to be provided
<i>LCAP Goal 3: Student/Family Supports</i>	Parents do not respond or "opt out" of communication	Parents mention there is "too much information" pushed out. Students are older and parents are less engaged, students have multiple obligations that compete with their education
<i>LCAP Goal 4: Staff Supports</i>	Reduction in staff, threat of consolidation, lack of funding and support for new teachers	Not able to afford living in the Bay Area, teachers do not feel appreciated, teacher pay is not attractive to prospective teachers

#### **1D: IDENTIFIED NEED**

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

#### **1E: RESOURCE INEQUITIES**

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

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

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

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Dewey Academy

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

We were able to hire an Assistant Principal and a TSA, who have been instrumental in building and conducting professional development. This year, we continue to have a focus on literacy. English teachers have created structures that allow students to read books of their choice during class times. Classroom libraries have also been purchased for English classes. This year we are growing our instructional muscle to include writing across all disciplines. Teachers are familiar with the ACE Paragraph and continue to use this structure. During the second semester we moved PD toward writing and plan to work with Bay Area Writing Project. There was a need to unify around WASC and the pandemic. We prioritized WASC due to the limitations of time available to have professional development meetings during Distance Learning. Another focus was building student engagement and spent a lot of time trying to get students back to school through calls, mailings, SST meetings and home visits. A large amount of time was used on building relationships. We did not have a Pathway coach this year, but our pathway teacher stepped up and took over much of the planning and all of the relationship building to ensure our students were able to have pathway experiences. We were able to try new things this year. Our pathway teachers engaged in an externship with Oakland Fire Department and were able to train students to be Community Emergency Responders, they developed a unity in which they team taught and built many new partnerships that provided workshops during our career exploration unit.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Many of our strategies to address curriculum and instruction were carried out and professional development time was created to support teachers in these areas. Covid and our inability to have students gather together in large groups have impacted our students abilities to do things such as showcases and competitions.

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

Changes will be made as regulations ease in terms of COVID restrictions and social distancing guidance. These changes can be found in Part 3: Strategies and actions within the specific LCAP goals.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Not applicable; this school did not receive Title I funds in 2021-22.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Dewey Academy

**School ID:** 310

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:** Increase Annual Student Graduation rates by focusing on literacy and raising literacy rates of students

**School Theory of Change:** If we are able to increase student's capacity to access grade level text in their core content areas, then they will be able to have more opportunities to read, which will in turn improve their SRI lexile scores.

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Create Book Clubs to build in time and culture for reading inside and outside of class.	Purchase classroom libraries to help with reading engagement	Increased SRI scores, students reading more on campus	All Staff	Tier 1
1-2	Provide additional teacher support to build in teacher's instructional practices to address the literacy skills of all students and language development for ELLs. ACE Paragraph writing	Work with Alt Ed principals to bring our communities together and learn from each other	PD agendas, students with increased literacy skills	All Staff	Tier 1
1-3	Provide opportunities for students to tutor/mentor younger students or receive mentoring	Develop partnership with Oakland Adult and La Escuelita to provide language support	Mentoring logs	n/a	Tier 2
1-4	Use visuals to help students build understanding	Provide a poster maker for teachers and supplies to make walls attractive and engaging	classroom walls	All Staff	Tier 1
1-5	Students complete a senior capstone project that includes career and college preparatory activities and community service	Work based learning opportunities built into classroom experiences	Student completion rates	n/a	Tier 1

1-6	Develop opportunities for students to speak in class	Provide PD on different structures that can be used to increase language use ie socratic seminars. Provide relevant textbooks for all classes	PD Agendas	All Staff	Tier 1
1-7	Form a student leadership class/group so young folks learn how to organize, solve problems and lead by doing		Master schedule of evidence of youth leadership on campus	n/a	Tier 2
1-8	Increased use of graphic organizer, note taking documents and outlines	Provide PD on graphic organizers and note taking and outline documents.	PD Agendas	All Staff	Tier 1
1-9	Use of word walls		word walls in classrooms	All Staff	Tier 1

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

<b>School Priority:</b>	Increase and improve Academic Discourse in all sub-groups by improving students ability to read, speak and write with evidence				
<b>School Theory of Change:</b>	If students are engaged in opportunities in school (CTE and WBL); have positive relationships with office, case managers, and teaching staff; and their is ongoing communication and student attendance/progress monitoring and reporting, students will be more likely to attend school more often and regularly.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Build in time each Hex to support students transition planning and work based opportunities	Transition specialist hired	Master schedule	All Staff	Tier 2
2-2	Create engaging lessons and pilot co teaching to allow more depth into the pathway focus	Support and guide lesson planning	Master schedule	n/a	Tier 1

2-3	Encourage students to participate in competitions and involve the community ie guest poets	Encourage teachers to engage in more community outreach to support the interest of students	increased ingagemment in school events	n/a	Tier 2
2-4	Train academic mentors to support students learning	Hire academic mentors and work with community orgs to find mentors to support students inside of the classroom as well as after school	academic mentors on campus	n/a	Tier 2
2-5	Form a student leadership class/group so young folks learn how to organize, solve problems and lead by doing	Incentivise the important parts of our program that I want to ensure all students do	Master schedule	n/a	Tier 1
2-6	Build in time for students to present to an audience	Discuss what this looks like in PD sessions for teachers to implement	students with increased opportunities around public speaking	n/a	Tier 1
2-7	Provide space for teachers to create teacher surveys/evaluations that students complete so that they can improve their practice	Providing time in PD for teachers to discuss/look at other teachers' evalution forms	PD agenda, teachers' shared evaluation forms	n/a	Tier 2
2-8	writing strategies support students with outlining and citing evidence and students explaining their claims	Hire Bay Area Writing Project to provide PD	PD agenda, students' writing presented by teachers at PD	n/a	Tier 1

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

<b>School Priority:</b>	Improve student attendance and increase parent involvement and participation in the school program.
<b>School Theory of Change:</b>	If students are engaged in oportunties in school (CTE and WBL); have positive relationships with office, case managers, and teaching staff; and their is ongoing communication and student attendance/progress monitoring and reporting, students will be more likely to attend school more often and regularly.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers build structures into classroom practices that build student attendance	Engage the staff in reviewing and creating grading expectations for student attendance	increased attendance once COVID is no longer a concern	n/a	Tier 1
3-2	Review and reinforce school rules each hexamester with students	Clear expectations for parents during orientation and create a system to engage all new students into individual goal setting meetings. Increased parent education classes to provide needed family support	suspension rate	n/a	Tier 1
3-3	Each teacher has a syllabus that is informative	Create a student engagement position for students to work with administrators to build engagement	Syllabi	n/a	Tier 1
3-4	Black Board configuration on every board daily	TSA supports teachers with black board configuration	classroom boards present	n/a	Tier 1
3-5	Assignment Logs or Google classroom for each class where students can see the assignments they need to complete.	TSA supports teachers with setting up google classrooms	Google classrooms or logs on class walls	n/a	Tier 1
3-6	Teachers and staff increase the number of positive calls to homes	PD time being set aside for teachers and staff to make calls home	Call logs and the number of students returning after long absences	n/a	Tier 1
3-7	Create ways to gain parent involvement while at home ie, parent interviews, comments on assignments	Provide parent workshops that help them better relate to their teen	Parent workshop sign ins	All Staff	Tier 1
3-8	Create additional opportunities for students to think deeply about their careers.	College and career course of study	student schedules	n/a	Tier 2

3-9	Teachers create showcases with students where students present their learning to families	PD time set aside for teachers to brainstorm their projects they will have their students showcase	Student showcases demonstrated/presented	n/a	Tier 2
3-10	Teachers build in projects for their students to participate in during "Fitness Fridays"	Organize regular "Fitness Fridays" for students and families.	Fitness Fridays held	n/a	Tier 2
3-11	Be part of an interview or identifying students / parts of Dewey to be covered in video	Create a video of Dewey to share with prospective students	Video developed	n/a	Tier 2

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

<b>School Priority:</b>	Support teachers wellness efforts and build community by creating joyful experiences.				
<b>School Theory of Change:</b>	If staff have opportunities to connect and collaborate with staff from other OUSD high schools in role-alike and discipline-alike groups, then staff learn from colleagues to continue developing/refine professional knowledge and practice.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Inform Administration of their needs	Unite staff through joyful experiences, survey staff on what their needs are and what joyful experiences they would like to participate in	staff surveys	n/a	Tier 1
4-2	Participate in professional development as well as teacher directed PD	Create space for increased collaboration	PD Agendas	n/a	Tier 1
4-3	Teachers lead Professional development where they learn from each other and reflect on their practices	Create space for increased collaboration during PD	PD Agendas	n/a	Tier 2

4-4	Be vocal in what wellness is needed, participate in wellness activities	Create staff wellness activities each semester, collaborate with community orgs to provide wellness activities to staff	school calendar and teacher surveys	n/a	Tier 2
4-5	Participate in professional development	Allow staff to use exercise equipment, bring in experts to lead PD based on staff wellness	PD Agendas	n/a	Tier 3

**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Students will have a transition plan upon graduation
<b>School Theory of Change:</b>	
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers giving feedback to transitional specialist about plan. Teachers encouraging students to complete their plan.	Specific Transitional Plan for students to help them with the next steps to take after graduation	Transitional plan created and implemented for graduating students	All Staff	Tier 2
5-2	Teacher leader meets with students once or twice a semester and sets up meetings.	Black Student Unity Student Group Meetings once or twice a hexmester	Black student unity meetings sign ins / agendas	n/a	Tier 3
5-3	Teachers reaching out to black alumni to see if they would be interested in talking to students.	Family Check-in meetings once a hexmester / or every other hexmester	Family check in meetings sign ins / agendas	n/a	Tier 2

5-4	Teachers reaching out to black alumni to see if they would be interested in talking to students.	Black alumni (past Dewey students) coming back to speak to students about their experience at Dewey and after High School	Guest sign in	n/a	Tier 2
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))**

<b>School Priority:</b>	Increased literacy rates
<b>School Theory of Change:</b>	If we are able to increase student's capacity to access grade level text in their core content areas, then they will be able to have more opportunities to read, which will in turn improve their SRI lexile scores
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Provide reading at students grade levels	Purchase reading materials at various reading levels	Reading materials purchased	All Staff	Tier 2
6-2	Increased teacher collaboration on literacy rates	Provide more collaboration time for staff centered on literacy	PD Agendas	All Staff	Tier 2
6-3	Identify students literacy levels	Group students by literacy levels for English instruction	Master Schedule	n/a	Tier 2
6-4	ALLAS Summer institute for a core group of teachers who will later share their learning with the staff.	Admin will attend ALLAS training with teachers to be able to coach teachers	Increased strategies in the classroom	All Staff	Tier 3

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 310

School: Dewey Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
After School Program Contract	\$218,699	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Form a student leadership class/group so young folks learn how to organize, solve problems and lead by doing	310-1
African American Achievement (AAMA/AAFE) Teacher	\$78,877	Centrally-funded	1105	Certificated Teachers' Salaries	2685	Teacher, Structured English Immersion	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 11th Grade	Create additional opportunities for students to think deeply about their careers.	310-2
Case Manager	\$89,856	One-Time COVID Funding	2405	Clerical Salaries	8809	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Class to support students work transitions and work based opportunities	310-3
Certificated Teacher's Salaries	\$40,121	California Partnership Academy	1105	Certificated Teachers' Salaries	8203	n/a	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Students will have a transition plan upon graduation	310-4
Classified Supervisor's and Administrator's Salaries (Pathway Coach)	\$18,368	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach College/Career Pathways	0.17	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide additional teacher support to build in teacher's instructional practices to address the literacy skills of all students and language development for ELLs. ACE Paragraph writing	310-5
Classified support salaries	\$35,106	Other Donations	2205	Classified Support Salaries	8203	n/a	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 11th Grade	Provide opportunities for students to tutor/mentor younger students or receive mentoring	310-6
Clerical .6	\$25,076	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	8203	SP Path TRAN	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 11th Grade	Provide additional teacher support to build in teacher's instructional practices to address the literacy skills of all students and language development for ELLs. ACE Paragraph writing	310-7
Copier Maintenance	\$7,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers build structures into classroom practices that build student attendance	310-8
Extended Contracts	\$924	Comprehensive Support & Improvement (CSI) Grant	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	On Track to Graduate: 11th Grade	Teachers build in projects for their students to participate in during "Fitness Fridays"	310-9

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 310

School: Dewey Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Extended Contracts	\$5,000	General Purpose Discretionary	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	On Track to Graduate: 11th Grade	Provide additional teacher support to build in teacher's instructional practices to address the literacy skills of all students and language development for ELLs. ACE Paragraph writing	310-10
Extended Contracts	\$89,920	Measure N	5825	Consultants		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Students complete a senior capstone project that includes career and college preparatory activities and community service	310-11
Field Trips	\$10,000	Measure N	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Students complete a senior capstone project that includes career and college preparatory activities and community service	310-12
Light Refreshments	\$300	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Provide additional teacher support to build in teacher's instructional practices to address the literacy skills of all students and language development for ELLs. ACE Paragraph writing	310-13
Parent Education Classes	\$70	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Create engaging lessons and pilot co teaching to allow more depth into the pathway focus	310-14
Postage	\$2,500	General Purpose Discretionary	5910	Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 11th Grade	Students complete a senior capstone project that includes career and college preparatory activities and community service	310-15
Refreshments	\$5,000	Measure N	4311	Meeting Refreshments		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Create additional opportunities for students to think deeply about their careers.	310-16
SEL Workshops	\$600	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers create showcases with students where students present their learning to families	310-17
Supplies	\$7,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Create ways to gain parent involvement while at home ie, parent interviews, comments on assignments	310-18

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 310

School:

Dewey Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Supplies	\$10,000	Measure N	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide additional teacher support to build in teacher's instructional practices to address the literacy skills of all students and language development for ELLs. ACE Paragraph writing	310-19
Teacher	\$3,781	Measure N	1105	Certificated Teachers' Salaries	6185	Teacher, Structured English Immersion	0.05	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	English Language Learners	310-20
unallocated	\$325	Title IV: Student Support & Academic Enrichment	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Build in time for students to present to an audience	310-21
Unallocated	\$13,875	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Be part of an interview or identifying students / parts of Dewey to be covered in video	310-22
To be allocated in Fall 2022.	\$154,645	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	310-23



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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

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

### **Dewey Academy**

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

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

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

1. *Inform parents of their schools participation in the Title I Program.*
2. *Explain the requirements of the Title 1 Program.*
3. *Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.*
  - *The parents' right to participate in the development of the District's Title 1 Plan. The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.*
  - *The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.*
  - *Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- On Hold Due To COVID

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

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

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

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

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

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

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

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

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

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

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

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

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

- Offer a flexible number of meetings for parents. Dewey offers parent involvement in new student orientations, Annual Title One Meetings, monthly SSC meetings, back to school nights, report card pickup nights, Parent Newsletters, periodic mailings, parents' notices sent by students, and School Messenger for school wide announcements.

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

- Maintaining our school's website to include all information for parents and scholars
- Providing information in a digital format and able to be accessed when needed
- 

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

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

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

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

#### **Adoption**

This policy was adopted by the Dewey Academy on **October 27, 2020** and will be in effect for the period of August 10, 2021 through May 27, 2022.

**The school will distribute this policy to all parents on or before November 5, 2021.**

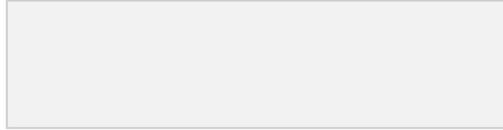
Staci Ross-Morrison  
**Name of Principal**

*Staci Ross-Morrison*

Signature of Principal

10/25/21

Date



## **School-Parent Compact**

### **Dewey Academy**

### **2021-2022**

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

*This School-Parent Compact is in effect for the 2021-2022 school year.*

#### **School Responsibilities**

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

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

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

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

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- 1) The State of California's academic content standards

- 2) The State of California's student academic achievement standards

- 3) The State of California and Oakland Unified School District's academic assessments. Including alternate assessments.

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

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

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

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

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

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

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

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

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

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

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

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

**Teacher Responsibilities**

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student

- Provide a safe, positive and healthy learning environment

### **Parent Responsibilities**

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

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

### **Student Responsibilities**

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

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

This Compact was adopted by the **Dewey Academy** on October 28, 2021, and will be in effect for the period of August 10, 2021 through May 25, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before November 5, 2021..

**Ms. Staci Ross-Morrison**

**Signature of Principal**

**Date 10/28/2021**



Strategic Resource Planning (SRP)

**Dewey Academy**  
**School Site Council Membership Roster**  
**2021-2022**

**SSC - Officers**

Chairperson:	Dwayne Aikens
Vice Chairperson:	Brooklyn Williams
Secretary:	Staci Ross-Morrison

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Nidia Ambriz (Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Alea Luken (Alternate)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Chloe Erskine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Jamila Webb ( Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Barbara Allen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Staci Ross-Morrison	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Dwayne Aikens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Keyondre ██████████	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Brooklyn Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
Small SSC - 107 Students Enrolled	<input type="checkbox"/>					

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

