



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Dewey Academy
CDS Code: 1612590132688
Principal: Robin Glover
Date of this revision: 6/10/2016

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:

Contact: Robin Glover	Position: Principal
Address: 1111 Second Avenue	Telephone: 510-874-3660
Oakland, CA 94606	Email: robin.glover@ousd.org

The District Governing Board approved this revision of the SPSA on:

6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Dewey Academy

Site Number: 310

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

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: _____

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
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Signatures:

_____ Print name of School Principal	_____ Signature	_____ Date
_____ Print name of SSC Chairperson	_____ Signature	_____ Date
_____ Print name of Network Superintendent	_____ Signature	_____ Date
_____ Ruth Alahydoian, Chief Financial Officer	_____ Signature	_____ Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

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 SPISA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	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:

[illegible]

2016-2017 Final Budget**Programs Included in This Plan**

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

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

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010		TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010		TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124		TBD
TOTAL:	\$0.00	\$0.00

ABOUT THIS SCHOOL

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 were 17 or older 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, making available to students an educational experience where they are not only well known and cared for but 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.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	55.8%	44.2%		26.7%

	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		4.2%	4.2%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	32.1%	1.2%	9.7%	53.9%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.0%	0.6%	1.2%	1.2%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Credit Acceleration via APEX: Students have accelerated their credit recovery via online APEX courses.	Academics: 98% of students enter Dewey below grade level in math and English. Over 50% of students enter with an SRI score below grade level. Credits: The majority of students are below on credits. Attendance: The majority of students have a poor track record of attending school regularly.	Students coming in older and far behind in credits

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Student Interest in College Courses: Dewey students are interested in college and gaining college credit. As such, several students are currently enrolled in Dewey's pilot concurrent enrollment program.	College Bridging: While all students apply for community college as part of their senior project, only a handful of graduates register or attend community college. College & Career Soft Skills: Graduates need to develop stronger soft/interpersonal skills to navigate and succeed in career and higher education.	nothing built for transition, such courses to enroll in post secondary schools and or careers.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
SEL: Students demonstrate strong relationship skills, social skills, and self-awareness in large part by utilizing SEL and restorative justice practices.	Attendance: Students have low attendance rates. SEL: Students need to continue to develop self-management and responsible decision-making skills.	Lack of motivation. Identity around school. Transportation. Students so far behind they cannot catch up. Little family support.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
ELD: ELL students demonstrate higher English language proficiency as demonstrated by CELDT results and higher reclassification. Academic Discourse: Students are participating more in class and in verbal academic discourse. Writing: Students are producing more writing than before.	Reading Proficiency: Students come multiple years below in SRI level and need intensive reading writing support	Teacher perception of student abilities.

SCHOOL GOALS, TARGETS & THEORY OF ACTION**Schoolwide WASC Multi-Year Goals**

- Increase by 5% the number of Dewey students graduating in the 2015-16 school year (Related to LCAP Goal 1: Graduates are college and career ready.)
- 5% increase in ELA CAHSEE passage rate in the 2015-16 school year (Related to LCAP Goal 3: Students are reading at or above grade level.)
- 5% increase in ADA in the 2015-16 school year (Related to LCAP Goal 5: Students are engaged in school everyday.)
- 5% Decrease Chronic Absence rate in the 2015-16 school year (Related to LCAP Goal 5: Students are engaged in school everyday.)
- (Related to LCAP Goal)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Increase by 5% the number of Dewey students graduating in the 2016-17 school year	1: Graduates are college and career ready.	Increase by 5% the number of Dewey students graduating in the 2015-16 school year
Post-Secondary Readiness:	Increase the amount of students that graduate with college credit and work experience.	1: Graduates are college and career ready.	Increase by 5% the number of Dewey students graduating in the 2015-16 school year
Climate and Culture:	Decrease the chronic absenteeism rate by 5%	5: Students are engaged in school everyday.	5% Decrease Chronic Absence rate in the 2015-16 school year

Rigorous Academics:	Increase by 5% the amount of students who have demonstrated growth on the SRI	5: Students are engaged in school everyday.	5% increase in ELA CAHSEE passage rate in the 2015-16 school year
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Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students			1: Graduates are college and career ready.	Graduation Rate
Post-Secondary Readiness:	Concurrent Enrollment	All Students	4%	10%	1: Graduates are college and career ready.	Number of Students Enrolling in Two-Year Colleges
Climate and Culture:	Social Emotional Learning	All Students			5: Students are engaged in school everyday.	Culture/Climate: Student
Rigorous Academics:	SRI	All Students	35.2%	40.2%	5: Students are engaged in school everyday.	SRI

School Theory of Action

If Dewey has writing across the curriculum inclusive of reading strategies then the school will have an increase by 5% the amount of students who have demonstrated growth on the SRI. If Dewey uses the parent liaison to educate family on attendance data and give strategies on how to better student attendance and if the school has attendance assemblies for improved attendance bi weekly Dewey will decrease the chronic absenteeism by 5%. If Dewey grows out the Health/Fitness/Bridging Pathway, implements our certificate courses and continues to grow dual enrollment and work based learning then the school will increase the amount of students completing dual enrollment courses by 6%.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Writing Strategies: As a staff, we will focus on 2-3 writing strategies that can be incorporated into all disciplines. Data Driven PD: Provide monthly professional development time for data-driven literacy instructional design. Literacy Tutors: Tutors will provide intensive reading intervention in push-in and pull-out formats.	Increase by 5% the amount of students who have demonstrated growth on the SRI	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

Culture & Climate Improvement Strategy:	Advisory, Soft Skills Development, and Attendance: Create an advisory program where the extended day staff and core Dewey staff co-teach focusing on soft skill development. Staff will be focused on tracking the attendance of a specific group of students in their advisory through leveraging SEL supports. Attendance Prep: A monthly block of time will be built into the schedule for teachers to follow up with students on attendance and supports for them. Parent Communication around Attendance: Parent Liaison thru Safe Passages work to inform parents about attendance data and give strategies on how to better student attendance. Attendance Assemblies: Hold attendance assemblies for improved attendance bi-weekly.	Decrease the chronic absenteeism rate by 5%	Personalized Student Support	Personalized Student Support
Pathway Development/ Implementation Strategy:	Expand Health and Fitness Pathway courses and education: Provide an Health and Fitness pathway class, soft skills advisory, CPR certificate courses, and concurrent and dual enrollment courses.	Increase the amount of students completing dual-enrollment courses by 6%.	Program of Study & Master Scheduling	Personalized Student Support
New or Emerging Design Feature #1:	Bridge to community college with our students that includes dual and concurrent enrollment as a key strategy. We want to create opportunities to enter into the trade schools.	Increase the amount of students completing dual-enrollment courses by 6%.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
New or Emerging Design Feature #2:	Work Based Learning is going to build out internships, develop soft skills, and develop a course that addresses resume writing, soft skills, internship management.	Increase the amount of students that graduate with college credit and work experience, more specifically: Career Exploration Visits, College Exploration Visits, internships, etc.	Work-Based Learning	Work-Based Learning
New or Emerging Design Feature #3:	Advisory (extended learning and soft skill development) and develop a Expanded Learning Time for students and between 5th period and expanded learning for the whole school. We will develop a curriculum that addresses absenteeism, self reflective tools and tracking, with the expanded learning teacher.	Decrease the chronic absenteeism rate by 5%	Personalized Student Support	Equity/Access/ Achievement

Established Signature Element #1:	Expanded Learning Internships	Decrease the chronic absenteeism rate by 5%	Work-Based Learning	School Leadership & School Vision
Established Signature Element #2:	health and fitness CTE course	Decrease the chronic absenteeism rate by 5%	Program of Study & Master Scheduling	School Leadership & School Vision
Established Signature Element #3:	RJ/SEL practices	Decrease the chronic absenteeism rate by 5%	Personalized Student Support	Equity/Access/Achievement

