

Board Office Use: Legislative File Info.	
File ID Number	23-1651
Introduction Date	8/9/23
Enactment Number	23-1432
Enactment Date	8/9/2023 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Dewey Academy

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Dewey Academy



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Dewey Academy
CDS Code: 1612590132688
Principal: Staci Ross-Morrison
Date of this revision:

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:

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 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 checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <input checked="" 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: 4/19/2023

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

- | | | |
|---|--|--|
| <input type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|--|--|

Signatures:

Staci Ross-Morrison

Principal

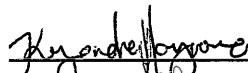


Signature

4/20/23

Date

Keyondra Hargrove
SSC Chairperson



Signature

4/20/23

Date

Vanessa Sifuentes

Network Superintendent



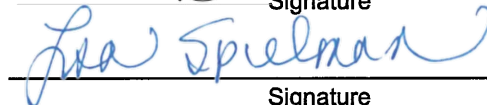
Signature

5/12/23

Date

Lisa Spielman

Director, Strategic Resource Planning



Signature

5/23/23

Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/1/2023	SSC	SPSA shared with SSC for input
2/6/2023	Leadership	Shared with Leadership team
2/13/2023	Leadership	Leadership team SPSA Development
2/22/2023	SSC	SSC SPSA Development
2/27/2023	Leadership	SPSA Development
3/6/2023	Leadership	Leadership team SPSA Development
3/13/2023	Leadership	Leadership team SPSA Development
2/22/2023	SSC	SPSA Evaluation

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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$247,160.00
Total Federal Funds Provided to the School from the LEA for CSI	\$45,770.46
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$461,904.02

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)	\$25,875	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$13,400	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$690	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$98,125	TBD
21st Century Community Learning Centers (Title IV #4124)	\$218,870	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$1,725	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$45,770	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$57,449	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$292,930	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$168,974	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$461,904
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22							
% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
53.9%	46.2%	26.9%	0.0%	11.5%	0.0%	92.3%	11.5%
% Black/African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
29.8%	3.9%	49.0%	6.7%	1.9%	0.0%	1.0%	4.8%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Students graduate with transition plan that identifies education and career goals, and includes an updated resume and reflects exposure to options in the health and fitness pathway.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-147.8	n/a	-170.3	<i>not available until Fall 2023</i>	-130.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	0.0%	n/a	<i>not available until Fall 2023</i>	n/a

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-230.3	n/a	-227.6	<i>not available until Fall 2023</i>	-200.0
CAST (Science) at or above Standard	All Students	0.7%	n/a	0.0%	<i>not available until Fall 2023</i>	30.0%

Graduation Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
---------	----------------------	------------------	-----------------	-----------------	-----------------	----------------

Four-Year Cohort Graduation Rate	All Students	35.7%	28.8%	41.5%	<i>not available until Fall 2023</i>	40%
On Track to Graduate: 9th Grade	All Students	n/a	n/a	n/a	<i>not available until Fall 2023</i>	n/a
On Track to Graduate: 11th Grade	All Students	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	50%
A-G Completion	All Students	0.9%	0.0%	2.6%	<i>not available until Fall 2023</i>	n/a
College/Career Readiness <i>*2018-19 baseline</i>	All Students	0.0%	n/a	n/a	<i>not available until Fall 2023</i>	80%

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

School Goal for Targeted Supports for Economically disadvantaged youth. - Increase and improve Academic Discourse
Focal Student Groups: by improving students ability to read, speak and write with evidence

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-218.4	n/a	-247.0	<i>not available until Fall 2023</i>	-200.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	-199.2	n/a	-135.0	<i>not available until Fall 2023</i>	5.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	7.3%	Did Not Administer	<i>not available until Fall 2023</i>	5.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-254	n/a	-264.0	<i>not available until Fall 2023</i>	-200.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-239.9	n/a	-227.6	<i>not available until Fall 2023</i>	-200.0

Reclassification Measures & Annual Targets		*Complete Part 1 of ELD Reflection				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	30.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	30.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Improve student attendance and increase parent involvement and participation in Engagement: the school program.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	37.7%	52.7%	60.3%	<i>not available until Fall 2023</i>	60.0%
Out-of-School Suspensions	All Students	3.5%	n/a	0.0%	<i>not available until Fall 2023</i>	2.0%
Out-of-School Suspensions	African American Students	7.5%	n/a	0.0%	<i>not available until Fall 2023</i>	2.0%
Out-of-School Suspensions	Special Education Students	6.5%	n/a	0.0%	<i>not available until Fall 2023</i>	5.0%
Chronic Absenteeism	All Students	79.1%	85.8%	98.2%	<i>not available until Fall 2023</i>	60.0%
Chronic Absenteeism	African American Students	78.2%	81.8%	97.1%	<i>not available until Fall 2023</i>	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: Support teachers wellness efforts and build community by creating joyful experiences.						
Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	72.2%	79.2%	79.5%	<i>not available until Fall 2023</i>	85%%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Many community partnerships, teachers are engaging in more field trips to provide students exposure to different careers and experience, internships available during the school day, students able to experience Laney college and take classes, Concurrent enrollment	Great partnerships. Staff knowledge and rapport with our community partners that are able to push students into engaging /participating in such the various activities they offer, such as internships, classes and field trips. Greater budget allotted to fieldtrips and students are showing up and enjoying the efforts teachers are providing.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Many groups for girls, and young men, relationship building with all students, Case management provided for students who need additional support	Take youth out to expose them to opportunities outside of Oakland. Classes to help students see the prices, and cost of living in other areas (including the bay area). Mentorships, positive role models.
<i>LCAP Goal 3: Student & Family Engagement</i>	Parents are more in the know due to Parent square	supports outside of the classroom, case manager able to do home visits,
<i>LCAP Goal 4: Staff Supports</i>	Principal is available, many staff are knowledgeable about Oakland, high rate of staff retention, Staff open to collaborating with outside partners, PD Provided	Effective communication amongst staff that helps with the sharing of information for the greater good of the school community. Staff use their outside knowledge and resources in and about Oakland, to bring back valuable knowledge to the rest of the staff and school community.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	building student interest, building more internship opportunities, ability to pay students a living wage.	More internships needed that pay students. Relationships with businesses for student internships and work experience. Gain students' interests (some students are not interested). Getting the "word" out to students regarding upcoming opportunities.
<i>LCAP Goal 2: Focal Student Group Supports</i>	More opportunities for students to build on internship knowledge, we need a better way to follow and follow up with students, more support needed for graduates after graduation.	More support building opportunities for students, build pathways from internships to careers. More ways to connect or transition students into another internship or a job opportunity once they are able to complete initial internship

<i>LCAP Goal 3: Student & Family Engagement</i>	Parents are able to opt out of Parent Square, access to technology	Case managers follow and support youth after graduation, This needs to be a formal process. Parents are able to opt out of communication. Many addresses are wrong and mail is returned. Improvement to student intake process to ensure that all information is correct for student and parents. .10 FTE funds will support a case manager at Dewey.
<i>LCAP Goal 4: Staff Supports</i>	Principal can be overwhelmed with DHP procedures and discipline issues. Much of the responsibility falls on the Principal, when there is no AP to even out the workload. It's not realistic.	Dewey needs an Assistant Principal

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

Our resource inequities are greater related to personnel. The staff has been cut to a minimum but the demands of the site continue to grow. If the focus is instruction, Admin need to be able to focus on instruction, Presently 85% of the time is spent on discipline issues.

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Dewey Academy

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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.

Success: some teachers have leveled libraries, we have provided PBIS workshops, Bay Area Writing Project, ELL Walkthroughs and goal setting, RJ, gang intervention, and safety with BOP and many entities. Saving Shorties has made a tremendous impact.
CHALLENGES: Student attendance, depth of knowledge of presenters, no resurces to implement, no support from district. Support staff not getting pais, challenges hiring.

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

Our most successful strategies have maintained our attention and were housed in our professional development space. We were able to provide PD to meet the needs of the staff and give them the knowledge to take back into the classroom. Due to the PD calendar being made in Aug and Sept. there were times our learning felt incongruent. We have grown our community partnerships and plan to continue.

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.

PD will be reorganized because we will not have the support to organize PD next year. PD may not be as targeted. We will continue to grow our partnerships and have changed the structure of orientation so that parents and students understand what they have signed up for. We will also hire for the vacant positions in hopes to better serve our students. We will work to grow our partnerships and build more work based opportunities into the school day. We will focus on student leadership and getting families engaged

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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
---------------------	---------------------------------	---	--	--

Light Refreshments	Student Connectedness to School	Provide snacks which attract families to school events	Based on principal observation the light refreshments has not yielded the desired results of higher parent attendance. We have provided refreshments to our certification classes ie CPR, Stop the bleed etc. Based on principal observation attendance is low at school events in person and on Zoom.	This activity has not yielded the response we had hoped. We may change the allocation in the future.
Parent Liaison	Student Connectedness to School	Provide workshops and coaching to parents	Based on principal observation 1 on 1 classes are working. Big events are not working. The Parent Liaison is working with 3 families.	continue the 1 to 1 parent coaching
Bay Area Writing Project	Staff Participation in Foundational Professional Learning	able to plan pd for staff and parents	1 full cycle implemented over the course of the year. Based on principal observation that Bay Area Writing Project has been a good investment.	We will continue to implement the program with the students for the remainder of the school year.

2023-24 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	Purchase classroom libraries and offer book clubs that are optional for students and staff.	Purchase classroom libraries to help with reading engagement	Classroom libraries	Economically disadvantaged youth. - Increase and improve Academic Discourse by improving students ability to read, speak and write with evidence	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	Professional Development calendar and teacher instructional practices improving	Support teachers wellness efforts and build community by creating joyful experiences.	Tier 1

1-3	Provide opportunities for students to receive tutoring in class	Develop partnership with Oakland Adult and La Escuelita to provide language support	Tutoring program, student dual enrollment into OACE, students transitioning to OACE for career training	Economically disadvantaged youth. - Increase and improve Academic Discourse by improving students ability to read, speak and write with evidence	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	Increased students communication through posters and new bulletin boards in Cafe introducing opportunities for students etc	Economically disadvantaged youth. - Increase and improve Academic Discourse by improving students ability to read, speak and write with evidence	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	Central location where students are required to perform all graduation required items	Students graduate with transition plan that identifies education and career goals, and includes an updated resume and reflects exposure to options in the health and fitness pathway.	Tier 2
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	increased student discourse	Support teachers wellness efforts and build community by creating joyful experiences.	Tier 1
1-7	Form a student leadership class/group so young folks learn how to organize, solve problems and lead by doing	Students leaders providing activities, assemblies etc for new students and school community		Improve student attendance and increase parent involvement and participation in the school program.	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.	use of graphic organizers in classes	Economically disadvantaged youth. - Increase and improve Academic Discourse by improving students ability to read, speak and write with evidence	Tier 1
-----	--	---	--------------------------------------	--	--------

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

School Priority:	Increase and improve Academic Discourse in all sub-groups by improving students ability to read, speak and write with evidence				
School Theory of Change:	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.				
Students to be served by these actions:	<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	Teachers build structures into classroom practices that build student attendance	Engage the staff in reviewing and creating grading expectations for student attendance	Less student elopment on campus, increased passage rates		Tier 1
2-2	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	increased passage rates, fewer discipline referrals, increased student buy in and interest in Leadership opportunities	Improve student attendance and increase parent involvement and participation in the school program.	Tier 2

2-3	Each teacher has a syllabus that is informative	Create a student engagement position for students to work with administrators to build engagement	Less student elopment on campus, increased passage rates	Economically disadvantaged youth. - Increase and improve Academic Discourse by improving students ability to read, speak and write with evidence	Tier 1
2-4	Black Board configuration on every board daily	TSA supports teachers with black board configuration	Increased passage rates, visibilit of BBC in all classrooms		Tier 1
2-5	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	Increased passage rates, strudents report feeling informed		Tier 1
2-6	Teachers and staff increase the number of positive calls to homes	PD time being set aside for teachers and staff to make calls home	Increased attendance, students report feeling seen, increased passage rates		Tier 1
2-7	Create more opportunities for families to come to campus and experience joy with their student	Provide parent workshops that help them better relate to their teen	increased parent aattendance at campus events, parents report feeling informed		Tier 1
2-8	Create additional opportunities for students to think deeply about their careers.	College and career course of study	Increased interest in WBL opportunities, students graduate with an electronic protfolio that includes a resume, interest profilier etc.		

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

School Priority:	Improve student attendance and increase parent involvement and participation in the school program.
School Theory of Change:	If students are engaged in oppourtunities 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.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Form a student leadership class/group so young folks learn how to organize, solve problems and lead by doing	Form a student leadership class/group so young folks learn how to organize, solve problems and lead by doing	Leadership activities happening on campus, student interest increased for on campus events	Improve student attendance and increase parent involvement and participation in the school program.	Tier 2
3-2	Orientation in person before students enroll	Provide information to parents in a timely manner. refine Dewey video and orientation slides, build adult leaders to participate in orientation	Orientations, parents report feeling informed, increased attendance because students will be able to decide if Dewey is the right school for them	Improve student attendance and increase parent involvement and participation in the school program.	Tier 1
3-3	Continue to build the Thursday and Friday activities at teh end of each Hexmester to include activities and programs that are of interest to the community and help students build skills needed to transition to college or into a career	Continue to build the Thursday and Friday activities at teh end of each Hexmester to include activities and programs that are of interest to the community and help students build skills needed to transition to college or into a career	End of the Hex activities are scheduked, community is informed and graduation requirements involve these activities	Support teachers wellness efforts and build community by creating joyful experiences.	Tier 2

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.	
School Priority:	Support teachers wellness efforts and build community by creating joyful experiences.
School Theory of Change:	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 professsional knowledge and practice.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Deliberate activities are planned for the staff each hexmester to build unity. Teachers Participate	Unite staff through joyful experiences, survey staff on what their needs are and what joyful experiences they would like to participate in	staff attendance at activities, less staff isolation	Support teachers wellness efforts and build community by creating joyful experiences.	Tier 2
4-2	Participate in professional development as well as teacher directed PD	Create space for increased collaboration	teeachers collaborating increased, teachers plan and teach units, lessons that they have created together.	Support teachers wellness efforts and build community by creating joyful experiences.	Tier 2
4-3	Teachers lead Professional development where they learn from each other and reflect on their practices	Create space for increased collaboration during PD	teeachers collaborating increased, teachers plan and teach units, lessons that they have created together.	Economically disadvantaged youth. - Increase and improve Academic Discourse by improving students ability to read, speak and write with evidence	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	staff attendance at activities, less staff isolation	Support teachers wellness efforts and build community by creating joyful experiences.	Tier 2

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

School Priority:	Students will have a transition plan upon graduation
School Theory of Change:	If students receive support to build a transition plan within the school's curriculum we will be able to ensure that all students receive support with their transition into college ot the workplace.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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	transition plans	Students graduate with transition plan that identifies education and career goals, and includes an updated resume and reflects exposure to options in the health and fitness pathway.	Tier 3
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	meeting agendas	Students graduate with transition plan that identifies education and career goals, and includes an updated resume and reflects exposure to options in the health and fitness pathway.	Tier 3
5-3	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	students and alumni meetups occurring, informal meetings happening between students and alumni	Students graduate with transition plan that identifies education and career goals, and includes an updated resume and reflects exposure to options in the health and fitness pathway.	Tier 3

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

(see [Stages of ELD instructions and resources](#))

School Priority:	Increased literacy rates
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
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Provide reading at students grade levels	Purchase reading materials at various reading levels	students are able to access material and are reading independently, increased reading scores for students who have been at Dewey for 6 Hexmesters or more	Economically disadvantaged youth. - Increase and improve Academic Discourse by improving students ability to read, speak and write with evidence	Tier 1
6-2	Increased teacher collaboration on literacy rates	Provide more collaboration time for staff centered on literacy	students are able to access material and are reading independently, increased reading scores for students who have been at Dewey for 6 Hexmesters or more	Economically disadvantaged youth. - Increase and improve Academic Discourse by improving students ability to read, speak and write with evidence	Tier 2

6-3	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	Teachers learn and implement new strategies to support ELLs and all students as part of the curriculum,	Economically disadvantaged youth. - Increase and improve Academic Discourse by improving students ability to read, speak and write with evidence	Tier 2
-----	---	---	---	--	--------

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Subagreements	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	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	310-1
Consultant Contracts	\$193,870	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	310-2
12-Month Community School Manager	\$165,985	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9315	12-Month Community School Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Form a student leadership class/group so young folks learn how to organize, solve problems and lead by doing	310-3
To be allocated in Fall 2023.	\$125,274	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Form a student leadership class/group so young folks learn how to organize, solve problems and lead by doing	310-4
Counselor	\$33,129	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	193	Counselor	0.20	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	310-5
Specialist, Career Pathway Transitions	\$11,891	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	8203	Specialist, Career Pathway Transitions	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Use visuals to help students build understanding	310-6
To be allocated in Fall 2023.	\$750	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	A-G Completion	Provide reading at students grade levels	310-7
Extended Contracts	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	A-G Completion	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	310-8

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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	310-9
Specialist, Career Pathway Transitions	\$47,565	K-12 Strong Workforce Program	2205	Classified Support Salaries	8203	Specialist, Career Pathway Transitions	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Use visuals to help students build understanding	310-10
Supplies	\$2,700	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Review and reinforce school rules each hexamester with students	310-11
Membership Fees	\$1,200	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	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	310-12
Supplies	\$7,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Purchase classroom libraries and offer book clubs that are optional for students and staff.	310-13
Postage	\$2,500	LCFF Discretionary	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Provide information to parents in a timely manner. refine Dewey video and orientation slides, build adult leaders to participate in orientation	310-14
Counselor	\$66,259	LCFF Supplemental	1205	Certificated Pupil Support Salaries	193	Counselor	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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	310-15

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplemental Materials	\$15,301	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Provide opportunities for students to receive tutoring in class	310-16
Consultant Contracts	\$16,565	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide opportunities for students to receive tutoring in class	310-17
Teacher, Structured English Immersion	\$50,689	Measure N	1105	Certificated Teachers' Salaries	6185	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	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	310-18
Coach, College/Career Pathways	\$23,408	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach, College/Career Pathways	0.13	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Use visuals to help students build understanding	310-19
Supplies	\$7,500	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Increased use of graphic organizer, note taking documents and outlines	310-20
Refreshments	\$5,350	Measure N	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create more opportunities for families to come to campus and experience joy with their student	310-21
To be allocated in Fall 2023.	\$372	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	A-G Completion	Students complete a senior capstone project that includes career and college preparatory activities and community service	310-22

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Consultant Contracts	\$20,000	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers lead Professional development where they learn from each other and reflect on their practices	310-23
Consultant Contracts	\$34,031	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers build structures into classroom practices that build student attendance	310-24
Specialist, Career Pathway Transitions	\$29,728	Oakland Public Education Fund	2205	Classified Support Salaries	8203	Specialist, Career Pathway Transitions	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Students complete a senior capstone project that includes career and college preparatory activities and community service	310-25
To be allocated in Fall 2023.	\$2,820	Oakland Public Education Fund	4399	Unallocated	n/a	n/a	n/a	n/a	Staff Satisfaction with Professional Development	Deliberate activities are planned for the staff each hexmester to build unity. Teachers Participate	310-26
To be allocated in Fall 2023.	\$690	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Create more opportunities for families to come to campus and experience joy with their student	310-27
Counselor	\$16,565	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	193	Counselor	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Participate in professional development as well as teacher directed PD	310-28
To be allocated in Fall 2023.	\$9,310	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Provide reading at students grade levels	310-29
To be allocated in Fall 2023.	\$1,725	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Reading Inventory (RI) Growth of One Year or More	Purchase classroom libraries and offer book clubs that are optional for students and staff.	310-30



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

The school provides parents/caregivers 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/caregivers 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/caregivers, and the community to improve student academic achievement and engage parents/caregivers in meaningful interactions with the school by:

- Dewey Academy educates staff during periodic presentations and training 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/caregivers shall be invited and encouraged to attend, to inform parents/caregivers of their school's participation in Title I, Part A and to explain the program requirements and the right of parents/caregivers 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/caregivers 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/caregivers in a format and language that the parents/caregivers understand by:

- Dewey distributes materials to help parents/caregivers gain understanding in mandatory parent orientations, back to school nights, individual student academic interventions, newsletters, parent conferences for:
 - Discipline
 - Truancy
 - Student progress highlighting
 - Positive parent student reinforcement meetings
 - Graduation requirements/ financial aid
 - 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:

- Contacting the school to inform us of your availability and areas of interest

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/caregivers 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/caregivers, the school educates staff members in the value of parent contributions, and in how to work with parents/caregivers 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/caregivers 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/caregivers 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/caregivers 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/caregivers to increase participation in the education of their children.

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

- Offer a flexible number of meetings for parents/caregivers. 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/caregivers' notices sent by students, and School Messenger for school wide announcements.

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

- Maintaining our school's website to include all information for parents/caregivers 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/caregivers 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/caregivers to increase participation in the education of their children

Adoption

This policy was adopted by the Dewey Academy on October 26, 2022 and will be in effect for the period of August 10, 2022 through May 29, 2023.

The school will distribute this policy to all parents/caregivers on or before November 5, 2022.

Staci Ross-Morrison
Name of Principal

Staci Ross-Morrison

Signature of Principal

10/25/22



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

Dewey Academy

2022-2023

This School-Parent Compact has been jointly developed with parents/caregivers and family members and outlines how parents/caregivers, 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/caregivers 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 2022-2023 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 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/caregivers 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/caregivers reasonable access to staff.

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

5) Provide all parents/caregivers 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/caregivers 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/caregivers 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/caregivers 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 Parent Square in the parents/caregivers 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/caregivers.
- 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 SSC** on **September 29, 2022**, and will be in effect for the period of August 8, 2022 through May 29, 2023.

The school will distribute the Compact to all parents/caregivers and family members of students participating in the Title I, Part A program on or before September 30, 2022.

Ms. Staci Ross-Morrison

Staci Ross-Morrison

Date 10/14/2022



Strategic Resource Planning (SRP)

Dewey Academy
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Keyondre Hargrove
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)
Jamila Webb	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Dr. Holly Adler	<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 checked="" type="checkbox"/>	Defacto
Dwayne Aikens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Keyondre Hargrove	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Brooklyn Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Small SSC - 82 Students Enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	11/16/2022 @4pm, 12/07/2022 @4pm, 01/25/2023 @4pm, 2/22/2023 @4pm, 03/22/2023 @4pm, 04/26/2023 @4pm.
--	--

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.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)