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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Dewey Academy

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Dewey Academy



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

2024-25 School Plan for Student Achievement (SPSA)

School: Dewey Academy
CDS Code: 1612590132688
Principal: Staci Ross-Morrison
Date of this revision: 4/23/2024

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: 4/23/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 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 | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 4/23/2024

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

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

Signatures:

Staci Ross-Morrison

Principal

Alejandro Ebarra

SSC Chairperson

Vanessa Sifuentes

Network Superintendent

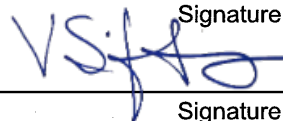
Lisa Spielman



Signature

Alejandro Ibarra

Signature



Signature



04/29/24

Date

04/28/2024

Date

4/30/24

Date

5/1/24

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/9/2024	ILT	SPSA Review
2/21/2024	Dewey Teachers	SPSA Goal development
1/23/2024	SSC	SPSA Review
3/11/2024	Leadership team	SPSA goal development/ startegy development
3/26/2024	SSC	SPSA goal development/ startegy development
3/18/2024	Leadership team	SPSA goal development/ startegy development
4/23/2024	SS	SPSA goal development/ startegy development
4/22/2023	Leadership team	SPSA goal development/ startegy development
4/23/2024	SSC	Approval of SPSA, Site 24-25 sy and Equity multiplier funds

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$239,496.00
Total Federal Funds Provided to the School from the LEA for CSI	\$4,589.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,011,040.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$16,920	LCFF Discretionary (General Purpose Discretionary #0000)	\$12,480
Title I, Part A Parent & Family Engagement (Title I #3010)	\$470	LCFF Supplemental (LCFF Supplemental #0002)	\$101,925
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$220,931	LCFF Equity Multiplier	\$217,890
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$1,175	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$4,589	California Community Schools Partnership Program (CCSPP #6332)	\$345,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$19,062
		Measure H (Measure H #9339)	\$70,598
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$244,085		\$766,955

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,011,040.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Dewey Academy		School ID: 310
CDS Code: 1612590132688	SSC Approval Date: 4/23/2024	Board Approval Date: 8/14/2024

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

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Grad

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
45.2%	31.7%	45.2%	0.0%	2.9%	19.2%	96.2%	23.1%	18.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
53.9%	4.8%	8.7%	1.9%	0.0%	4.8%	96.2%	1.0%	20.3%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal: By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment
Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments

Identified School Need: Pull out support.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-212.0	not available until fall 2024	not available until fall 2025	-212.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	1.6%	not available until fall 2024	not available until fall 2025	50.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-223.1	not available until fall 2024	not available until fall 2025	-220.0
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	not available until fall 2024	not available until fall 2025	10.0%

Graduation Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	41.1%	not available until fall 2024	not available until fall 2025	n/a
On Track to Graduate: 9th Grade	All Students	n/a	not available until fall 2024	not available until fall 2025	n/a
On Track to Graduate: 11th Grade	All Students	0.0%	not available until fall 2024	not available until fall 2025	n/a

A-G Completion	All Students		not available until fall 2024	not available until fall 2025	n/a
College/Career Readiness	All Students	0.0%	not available until fall 2024	not available until fall 2025	100.0%

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

School Goal:	By May 2025, 80% of students who have attended Dewey for at least 6 months (with 80% Positive Attendance), will increase their SRI reading score by 10% through implementing focused reading interventions across all classes
Identified School Need:	Students need to improve their reading, written and speaking literacy

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-240.0	not available until fall 2024	not available until fall 2025	-220.0
SBAC ELA Distance from Standard Met	Latino/a Students	-206.8	not available until fall 2024	not available until fall 2025	-200.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	10.4%	not available until fall 2024	not available until fall 2025	15.0%
SBAC Math Distance from Standard Met	Special Education Students	-266.0	not available until fall 2024	not available until fall 2025	-240.0
SBAC Math Distance from Standard Met	Latino/a Students	-238.1	not available until fall 2024	not available until fall 2025	-220.0

Reclassification Measures & Targets

**Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	0.0%	not available until fall 2024	not available until fall 2025	10.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	By June 2025, 90% of students (who meet the 80% Positive Attendance requirement) will report that they feel they trust at least one adult on campus as measured by the Student Exit Survey that is given to all students upon exiting Dewey.				
Identified School Need:	Build trusting relationships				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <small>*2021-22 baseline data</small>	All Students	60.3%	not available until fall 2024	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	8.7%	not available until fall 2024	not available until fall 2025	5.0%
Out-of-School Suspensions	African American Students	15.0%	not available until fall 2024	not available until fall 2025	5.0%
Out-of-School Suspensions	Special Education Students	17.6%	not available until fall 2024	not available until fall 2025	15.0%
Chronic Absenteeism	All Students	99.2%	not available until fall 2024	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	97.4%	not available until fall 2024	not available until fall 2025	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	By May 2025, staff culture and climate will improve as measured by positive responses to quarterly surveys and feedback following staff celebratory events.				
Identified School Need:	Staff need to feel their work is joyful while being important				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	77.6%	not available until fall 2024	not available until fall 2025	90%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i>	<i>Staff has synergy around the work needed to improve students ability to read. We have a budget to purchase reading material and are encouraging students to provide information about the titles they are interested in. We are constantly working on ways to encourage the love of reading. For the 2024-2025 academic year, Title I funding remains unallocated. During the 2023-2024 school year, Title I funds were used to purchase books, excluding textbooks, to bolster classroom libraries, pay for field trips, and for extended contracts for after school tutoring. The SSC will vote during the fall to allocate Title I funds.</i>
<i>LCAP Goal 2:</i>	<i>By May 2025, 80% of students who have attended Dewey for at least 6 months (with 80% Positive Attendance), will increase their SRI reading score by 10% through implementing focused reading interventions across all classes</i>	<i>Staff has synergy around the work needed to improve students ability to read. We have a budget to purchase reading material and are encouraging students to provide information about the titles they are interested in. We are constantly working on ways to encourage the love of reading. For the 2024-2025 academic year, Title I funding remains unallocated. During the 2023-2024 school year, Title I funds were used to purchase books, excluding textbooks, to bolster classroom libraries, pay for field trips, and for extended contracts for after school tutoring. The SSC will vote during the fall to allocate Title I funds.</i>
<i>LCAP Goal 3:</i>	<i>By June 2025, 90% of students (who meet the 80% Positive Attendance requirement) will report that they feel they trust at least one adult on campus as measured by the Student Exit Survey that is given to all students upon exiting Dewey.</i>	<i>Stable attendance and Culture and Climate team. Many incentives to provide students. System of letters sent by OUSD, Attendance office and Attendance team.</i>

LCAP Goal 4:	<i>By May 2025, staff culture and climate will improve as measured by positive responses to quarterly surveys and feedback following staff celebratory events.</i>	ILT planning of PD has been great to help create a better learning environment for teachers. Sharing teaching practices has been helpful because teaching can be isolating.
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i>	<i>Dewey students struggle with attendance due to their completing obligations, life circumstances and the lack of supportive systems, such as safe living environments. At this age, students have a feeling about their reading ability. Creating a new system for students to be pulled out and securing the staff may be challenging.</i>
LCAP Goal 2:	<i>By May 2025, 80% of students who have attended Dewey for at least 6 months (with 80% Positive Attendance), will increase their SRI reading score by 10% through implementing focused reading interventions across all classes</i>	<i>Dewey students struggle with attendance due to their completing obligations, life circumstances and the lack of supportive systems, such as safe living environments. At this age, students have a feeling of their like o reading and in order to change that opinion it involves trust, time and a willingness of students to be open to change. Dewey students are reluctant to try new things so we will have to be creative</i>
LCAP Goal 3:	<i>By June 2025, 90% of students (who meet the 80% Positive Attendance requirement) will report that they feel they trust at least one adult on campus as measured by the Student Exit Survey that is given to all students upon exiting Dewey.</i>	<i>We receive students every 6 weeks, but changing to 12 weeks. When receiving a new group of students so often, it is hard for staff to build relationships before a new group joins. Our small learning environment is a plus. Our students often struggle with attendance which makes it difficult to build healthy relationships.</i>

<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, staff culture and climate will improve as measured by positive responses to quarterly surveys and feedback following staff celebratory events.</i></p>	<p><i>Staff seem to get along but from observation, there do not seem to be many close friendships but a few. The staff is respectful to each other. Our social activities have taken a back seat due to the priorities and work. We will plan a staff off campus activity once a trimester.</i></p>
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Dewey Academy

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

Our academic priority has been increasing our students ability to speak, read and Write. This year we have an ELD class and a literacy class to help address the needs of the student body. Our staff have engaged in writing workshops and continue to collaborate with the teachers and staff of the other alternative education sites to ease the sense of isolation, share best practices and provide faculty with planning partners. We are moving into project based learning to be able to intergrat the pathway theme more into our general education program. Dewey has been without a pathway teacher but has hired one who is in the process of onboarding.

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

For all goals we have performed many of the specified actions to varing degree of effectiveness. For Goal 1, we have performed all strategies, most have been carried out effectively yet others we continue to work on. For example, we have no pathway teacher but we have built an additional pathway class to add to the sequence in their absence and our Senior capstone still needs to be developed to a certain degree. For goal 2, we have performed many of these strategies. We have built an inschool internship program, we make targeted calls home every week and have worked hard to revamp and own Advisory so that students and teachers all know eachother better. Goals 3 and 4, we have completed the actions. Our focus has and continues to be student attendance and engagemetn, thus the focus on staff unity has not been the focus.

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.

Our goals will be rewritten to address the needs tof the community and will be written by the community.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Field trips	Student Connectedness to School	Learning excursions to increase students understanding of what they are learning in classrooms	The students who attend get a lot out of nthe experiences and are appreciative. Many students miss out becasue they arrive late or were ablsent when the event was announced. Also the cost of transportation is very expensive, thus limits the number of excursions we are able to provide	We will try to secure different modes of trnsportation for our youth, workto bring more experts into the classroom, since we are not able ot go everywhere
Counselor	On Track to Graduate: 11th Grade	College and graduation planning	Yes its working.	Provide more direct servidces to parents to build a bridge ex: Parent resume workshops
Professional Development -	Chronic Absenteeism	Books and PD	PD is helping to ensure we are all lifelong learners and providing teachers with what they need to be successful	Continue to encourage our staff to earn additional certifications
USS Hornet - Title I Field Trip - BT599905	Student Connectedness to School	Study trip for students	The students who attend get a lot out of the experiences and are appreciative. Many students miss out becasue they arrive late or were ablsent when the event was announced. Also the cost of transportation is very expensive, thus limits the number of excursions we are able to provide	Encourage more students to attend
USS Hornet - Title I Field Trip - BT599905	Student Connectedness to School	Study trip for students	The students who attend get a lot out of nthe experiences and are appreciative. Many students miss out becasue they arrive late or were ablsent when the event was announced. Also the cost of transportation is very expensive, thus limits the number of excursions we are able to provide	Encourage more students to attend

Chabot Science - Title I Field Trip - BT597310	College/Career Readiness	Study trip for students	The students who attend get a lot out of nthe experiences and are appreciative. Many students miss out becasue they arrive late or were ablsent when the event was announced. Also the cost of transportation is very expensive, thus limits the number of excursions we are able to provide	Encourage more students to attend
Chabot Science - Title I Field Trip - BT597310	College/Career Readiness	Study trip for students	The students who attend get a lot out of nthe experiences and are appreciative. Many students miss out becasue they arrive late or were ablsent when the event was announced. Also the cost of transportation is very expensive, thus limits the number of excursions we are able to provide	Encourage more students to attend
Google Campus - Title I Field Trip - BT620234	College/Career Readiness	Study trip for students	The students who attend get a lot out of nthe experiences and are appreciative. Many students miss out becasue they arrive late or were ablsent when the event was announced. Also the cost of transportation is very expensive, thus limits the number of excursions we are able to provide	Encourage more students to attend
Extended Contracts - Teacher planning and collaboration for summer	Staff Participation in Foundational Professional Learning	Modern classroom development/ PBL teacher worktime	Working . Teachers always benefit from good instruction and if the timing meets their needs	Start the work earlier in the year
Provider Contract for Student Tutoring and College Engagement	Student Connectedness to School	Student tutoring	New strategy, but students look for tutoring, which I infer as them liking to be there	Encourage more students to attend and start in the beginning of the year. Inform teachers of who is in tutoring and all programs
Books other than Text - English Class	SBAC ELA Distance from Standard Met	Class libraries	Students will be able to provide input on their book choice	Teachers placed orders this year in anticipation for SSR during 24-25 SY

Professional Development - RJ Conf.	Staff Participation in Foundational Professional Learning	PD	yes we dont have an rj position	we will not have an RJ person unless one can be purchased with funds that will be released
ET OT College Night Support for Parents	College/Career Readiness	Support parents enrolling in college	new strategy, but students look for tutoring, which I infer as them liking to be there	This is a new object.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Dewey Academy	SCHOOL ID:	310
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal: By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment
Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments

Identified Need:

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers will use no Red Ink to provide feedback on writing	All Students	Academic	Tier 1 - Universal
1-2	Graduate Writing seminar	All Students	Academic	Tier 1 - Universal
1-3	College and trade exploration through CCGI and field trips	All Students	Academic	Tier 1 - Universal
1-4	Teacher collaboration across Alt Ed sites	All Students	Academic	Tier 1 - Universal
1-5	Community partner engagement to provide engaging literacy activities ie HHREC collab. with English teachers	All Students	Academic	Tier 1 - Universal
1-6	Pathway coach infirms PD and bring resources to Alt Ed sites	All Students	Academic	Tier 1 - Universal
1-7	Teacher created PD to ensure teachers needs are met	All Students	Academic	Tier 1 - Universal
1-8	SEL Teacher training	All Students	SEL / Mental Health	Tier 1 - Universal
1-9	Teachers will participate in foundatoional Professional Development.	All Students	Academic	Tier 1 - Universal
1-10	Systems will be developed to ensure students were assessed when transferring to Dewey	All Students	Academic	Tier 2 - Supplemental
1-11	Develop a math for Trades class as well as work with teachers to make connections btween curriculum and reallife	All Students	Academic	Tier 3 - Intensified

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

School Goal: By May 2025, 80% of students who have attended Dewey for at least 6 months (with 80% Positive Attendance), will increase their SRI reading score by 10% through implementing focused reading interventions across all classes

Identified Need: Students need to improve their reading, written and speaking literacy

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Students will complete silent reading during 4th period daily	All Students	Academic	Tier 1 - Universal
2-2	Students will have classroom libraries to choose a book of interest	All Students	Academic	Tier 1 - Universal
2-3	Students will receive incentives for reading individually	All Students	Academic	Tier 1 - Universal
2-4	Grades for participating and completing SSR	All Students	Academic	Tier 1 - Universal
2-5	Field trips to Oakland Library to apply for library cards	All Students	Academic	Tier 1 - Universal
2-6	Extended English credit options through book club	All Students	Academic	Tier 2 - Supplemental
2-7	Testing to assess literacy upon entry at Dewey (SRI or NoRedl	All Students	Academic	Tier 1 - Universal
2-8	Provide credit for students taking test seriously and applying themselves	All Students	Academic	Tier 1 - Universal
2-9	Schoolwide assessments will be calendared to provide accurate data and to allow a cycle of inquiry to be performed	All Students	Academic	Tier 1 - Universal
2-10	Reading, discussion and writing will be the focus of PD to allow teachers to become writing experts	All Students	Academic	Tier 1 - Universal
2-11	Teachers will have a language objective in each content area	All Students	Academic	Tier 1 - Universal

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

School Goal: By June 2025, 90% of students (who meet the 80% Positive Attendance requirement) will report that they feel they trust at least one adult on campus as measured by the Graduation Exit Survey

Identified Need: Students report feeling un seen at their previous schools

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Students and Teachers will engage in advisory activities with help from support staff each week to help build community and understanding	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Schoolwide celebrations to build community, ie family nights and award celebrations to build a bridge between school and home	All Students	Behavioral	Tier 2 - Supplemental
3-3	Offer Affinity Circles and groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-4	Work with community partners to provide programs and counseling to students (art therapy, Planting Justice, activities such as boxing	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-5	Internship program	All Students	Academic	Tier 3 - Intensified
3-6	Teachers will provide SEL activities to classes each Trimester	All Students	Behavioral	Tier 1 - Universal
3-7	2 schoolwide events to engage families and build bridges each other	All Students	SEL / Mental Health	Tier 1 - Universal
3-8	COST team will be the system used to ensure all students who need support receive it	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-9	Student groups will be developed to provide additional wrap around support through out the year	Low Income Students	SEL / Mental Health	Tier 2 - Supplemental
3-10	Most at risk students will be prioritized for engagement with internships, college visits etc	Low Income Students	Behavioral	Tier 3 - Intensified

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

School Goal: By May 2025, staff culture and climate will improve as measured by positive responses to quarterly surveys and feedback following staff celebratory events.

Identified Need: To build community

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Provide wellness activities to staff	All Students	Behavioral	Tier 1 - Universal
4-2	Create more fun/relaxing activities for staff to participate in. Minimum of 1 per Trimester	All Students	SEL / Mental Health	Tier 1 - Universal
4-3	Continue to partner with Alt Ed sites to provide teachers with thought/planning partnership	All Students	Academic	Tier 2 - Supplemental
4-4	When hiring personell committee will seek teachers and staff from Oakland and/or POC	All Students	Academic	Tier 1 - Universal
4-5	Dewey academy will continue to visit like schools and colleges to take best practices	All Students	Academic	Tier 1 - Universal
4-6	Staff will engage in PD and wellness workshops offered bythe Teaching Well to ensure individual and group needs are being supported.	All Students	Behavioral	Tier 1 - Universal

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

#	STRATEGY/ACTIVITY		WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	All AA students will leave Dewey with a plan to continue their education or enter the workforce	African American	Academic	Tier 1 - Universal
5-2	African American students closest to graduation and those referred to COST will be provided a case manager who is a member of our community to ensure they complete school.	African American	Academic	Tier 3 - Intensified
5-3	Case management for highest risk students through summer months	African American	Behavioral	Tier 3 - Intensified
5-4	Students will complete a interest survey upon entering Dewey	African American	SEL / Mental Health	Tier 1 - Universal
5-5	Students will understand what their scores say about their reading ability and develop individual learning plans for all students	African American	Academic	Tier 1 - Universal
5-6	Students will be taught how to take brain breaks that allow them to stay on task	African American	Behavioral	Tier 2 - Supplemental
5-7	Dewey will develop a system to follow up with students to support them after graduation	African American	Behavioral	Tier 3 - Intensified
5-8	Develop a rigorous leadership class	African American	Academic	Tier 2 - Supplemental
5-9	Students who are close to graduation will receive wrap around services to ensure they graduate	African American	Academic	Tier 3 - Intensified
5-10	Students will be provided career support ie interview prep etc	African American	Behavioral	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [*Stages of ELD Implementation Self-Assessment*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	ELL will increase their literacy levels through Tier 1 and Tier 2 schoolwide intervention strategies as measured by teacher created assessments and RI.	English Learner Students	Academic	Tier 1 - Universal
6-2	All ELLs students will leave Dewey with a plan to continue their education or enter the workforce	English Learner Students	Academic	Tier 2 - Supplemental
6-3	Reading will be provided at all instructional levels	English Learner Students	Academic	Tier 1 - Universal
6-4	Students needing ELD will have an ELD class	English Learner Students	Academic	Tier 2 - Supplemental
6-5	All teachers will learn instructional strategies that are proven to increase student success	English Learner Students	Academic	Tier 1 - Universal
6-6	Increased assessment of literacy rates	English Learner Students	Academic	
6-7	Students will understand what their scores say about their reading ability and develop individual learning plans for all students	English Learner Students		
6-8	Continue college tours and target at risk studnets	English Learner Students		
6-9	Students will be provided career support ie interview prep etc	English Learner Students		

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5300 - Dues & Memberships	\$1,500	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Students will be provided career support ie interview prep etc	310-1
4310 - Materials and Supplies	\$2,980	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	Students and Teachers will engage in advisory activities with help from support staff each week to help build community and understanding	310-2
1150 - Teachers Substitutes	\$4,000	LCFF Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Provide wellness activities to staff	310-3
5610 - Equip Maintenance & Repairs	\$4,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Instructions & resources	310-4
5846 - License	\$190	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Instructions & resources	310-5
2225 - Classified OT	\$2,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Grades for participating and completing SSR	310-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4200 - Books-other Than Textbooks	\$2,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Students will complete silent reading during 4th period daily	310-7
5829 - Admission Fees	\$2,000	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Create more fun/relaxing activities for staff to participate in. Minimum of 1 per Trimester	310-8
5826 - Prof-Services Non-Contract	\$3,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Instructions & resources	310-9
4311 - Meeting Refreshments	\$10,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Schoolwide celebrations to build community, ie family nights and award celebrations to build a bridge between school and home	310-10
1120 - Teachers Salaries Stipends	\$15,000	LCFF Supplemental	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.		Students and Teachers will engage in advisory activities with help from support staff each week to help build community and understanding	310-11
5200 - Travel	\$20,000	LCFF Supplemental	5200	Travel And Conferences	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Continue college tours and target at risk studnets	310-12
5220 -- Travel and conferences	\$20,000	LCFF Supplemental	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Provide wellness activities to staff	310-13

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$27,735	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Work with community partners to provide programs and counseling to students (art therapy, Planting Justice, activities such as boxing)	310-14
4399 - Unallocated	\$16,920	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.	College/Career Readiness	Schoolwide celebrations to build community, ie family nights and award celebrations to build a bridge between school and home	310-15
4399 - Unallocated	\$470	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.	College/Career Readiness	Work with community partners to provide programs and counseling to students (art therapy, Planting Justice, activities such as boxing)	310-16
1120 -	\$4,589	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Students and Teachers will engage in advisory activities with help from support staff each week to help build community and understanding	310-17

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Offer Affinity Circles and groups	310-18
5100 - Contract	\$195,931	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Work with community partners to provide programs and counseling to students (art therapy, Planting Justice, activities such as boxing)	310-19
4399 - Unallocated	\$1,175	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Instructions & resources	310-20

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Continue college tours and target at risk studnets	310-21
Spec Career Path Transitions	\$62,394	California Community Schools Partnership Program	2205	Classified Support Salaries	8203	Specialist, Career Pathway Transitions	0.6	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Students will be provided career support ie interview prep etc	310-22
Counselor	\$86,438	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	193	Counselor	0.5	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Students will be provided career support ie interview prep etc	310-23

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399-Unallocated	\$196,168	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Students will be provided career support ie interview prep etc	310-24
5825 - Consultant	\$19,062	Proposition 28 (Arts & Music in Schools)	5825	Consultants	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Students will be provided career support ie interview prep etc	310-25
4399-Unallocated	\$2,786	Measure H	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Continue college tours and target at risk studnets	310-26

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Coach College/Career Pathways	\$17,939	Measure H	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach, College/Career Pathways	0.1	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Students will be provided career support ie interview prep etc	310-27
Teacher Structured Eng Immersn	\$49,873	Measure H	1105	Certificated Teachers' Salaries	6185	Teacher, Structured English Immersion	0.4	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Students will complete silent reading during 4th period daily	310-28
TBD SEL supports	\$209,731	LCFF Equity Multiplier				TBD SEL supports	0.80	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Social Emotional Supports at Dewey Academy	310-29



DEWEY ACADEMY

School-Parent Compact

2023-24

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 2023-24 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.
 - a) 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.
 - a) 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.
 - a) 1) The State of California's academic content standards
 - b) 2) The State of California's student academic achievement standards
 - c) 3) The State of California and Oakland Unified School District's academic assessments. Including alternate assessments.

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

- 4) Provide parents reasonable access to staff.
 - a) Parents are welcome to email teachers at any time. Teachers return parents/caregivers' 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.
 - a) 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 with materials and training to help them improve the academic achievement of their children.
 - a) 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.
 - a) 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.
 - a) Phone/Email messages are sent home via Parent Square in the parents/caregivers home language.

PARENT RESPONSIBILITIES

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

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time.
- 4) Work with the staff to keep students engaged and progressing toward graduation.
- 5) Be a partner in your students education and remain present

TEACHER RESPONSIBILITIES

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

- 1) Communicate clear expectations for performance to both students and parents.
- 2) Strive to address the individual needs of the student
- 3) Provide a safe, positive and healthy learning environment

STUDENT RESPONSIBILITIES

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

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

This Compact was adopted by Dewey Academy on October 3, 2023, and will be in effect for the period of August 3, 2023 to May 31, 2024.

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 **October 31st** of this current school year.

Staci Ross-Morrison

Name of Principal

Staci Ross-Morrison

Signature of Principal

10/03/2023

Date

Please link the Parent and Family Engagement Policy to this document.



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.

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/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, 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 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 in a format and language that the parents 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 via parent square/email, Aeries, and phone calls 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 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/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 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, including parents with limited English proficiency, parents with disabilities, and parents 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 Parent Square 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/caregivers and scholars
- Providing information in a digital format and able to be accessed when needed. Information is included with all report cards (which are mailed to families).

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/caregivers to increase participation in the education of their children.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the Dewey Academy on (October 3, 2023) and will be in effect for the period (August 7, 2023) through (May 23, 2024).

The school will distribute this policy to all parents on or before **October 31**, of the current school year.

Staci Ross-Morrison	<i>Staci Ross-Morrison</i>	10/03/2023
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



Dewey Academy

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Alejandro Ibarra
Vice Chairperson:	Dwayne Akins
Secretary:	Holly Adler

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Staci Ross-Morrison	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Holly Adler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Jamila Webb	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Dwyane Aikens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Alejandro [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Eve Delfin - Community Member 11/14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
	<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"/>	
	<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"/>	

SSC Meeting Schedule:	
(Day/Month/Time)	

SSC Legal Requirements (EC Sections 65000-65001):

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

