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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Dewey Academy

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Dewey Academy.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Dewey Academy



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

2025-26 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
Address: 1111 Second Avenue
Oakland, CA 94606

Position: Principal
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: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Dewey Academy

Site Number: 310

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

- ☒ Title I Schoolwide Program ☒ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
☐ Title I Targeted Assistance Program ☒ Local Control Funding Formula Equity Multiplier ☒ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for

Date(s) plan was approved: 4/22/2025

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

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, ParentSquare bla

Signatures:

Staci Ross-Morrison

Principal


Signature

4/22/25

JASON DAVIS PUMPKINSEED

SSC Chairperson


Signature

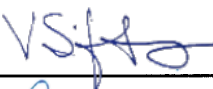

4/22/25

SELLS Representative (optional)

Signature

Vanessa Sifuentes

Network Superintendent


Signature


4/23/2025

Lisa Spielman

5/12/25

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/12/2024	SSC	SSC Review of SPSA
1/8/2025	Leadership Team	Needs Assessment
1/28/2025	SSC	Needs Assessment
2/3/2025	Leadership Team	Review of Needs Assessment
2/24/2025	Leadership team	Part 3
2/25/2025	SSC	Part 3
3/10 25	Leadership team	CCSPP plan 3C
3/17/2025	Leadership team	Part 4
3/25/2025	SSC	Review of Parts 3, 3c and 4

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$391,619.71
Total Federal Funds Provided to the School from the LEA for CSI	\$125,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,118,334.70

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$43,560
Title I, Part A Parent & Family Engagement (#3010)	\$1,210
21st Century Community Learning Centers (Title IV, Part B #4124)	\$221,850
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$125,000
SUBTOTAL OF FEDERAL FUNDING:	\$391,620

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,118,334.70

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$12,400
LCFF Equity Multiplier (#7399)	\$246,312
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$408,000
Proposition 28 (Arts & Music in Schools #6770)	\$35,003
SUBTOTAL OF STATE & LOCAL FUNDING:	\$726,715

2025-26 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:	Board Approval Date:
School Mission and Vision <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
Purpose of this Plan <p>This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):</p> <ul style="list-style-type: none"> • Comprehensive Support & Improvement <p>Attendance is a huge challenge, students must be in class at least 80% of the time and engaged with the work. Teachers need diverse strategies to reach all students, More engaging materials used in classes, more leveled assignments to support learners at all levels. SSR for all. Have students choose book titles. Different reading structures for example act out what they are reading. Comic books reorder. Title I funds will be utilized to support LCAP Goal 3 by increasing literacy and math proficiency through the provision of a 0.40 FTE Intervention Teacher, software licenses for reading intervention, and extended contracts for teachers to provide tutoring. Additionally, the Dewey School Site Council will vote on how to expend unallocated Title I funding during the fall of 2025 to further enhance these efforts.</p>		

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, 2023-24								
% 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 <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	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	-138.2	not available until fall 2025	-212.0
SBAC ELA Participation	All Students	53.3%	52.6%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	1.6%	0.0%	not available until fall 2025	50.0%

Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-235.0	not available until fall 2025	-220.0
SBAC Math Participation	All Students	52.6%	52.6%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	0.0%	not available until fall 2025	10.0%
California Science Test (CAST) Participation	All Students	20.7%	54.3%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	41.1%	61.2%	not available until fall 2025	n/a
On Track to Graduate: 9th Grade	All Students	n/a	n/a	not available until fall 2025	n/a
On Track to Graduate: 11th Grade	All Students	0.0%	0.0%	not available until fall 2025	n/a
A-G Completion	All Students	0.0%	0.0%	not available until fall 2025	n/a
College/Career Readiness	All Students	0.0%	0.0%	not available until fall 2025	100.0%

LCAP Goal 2: Within three years, 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	-262.0	not available until fall 2025	-212.0
SBAC ELA Distance from Standard Met	Latino/a Students	-206.8	-175.0	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 2025	15.0%
SBAC Math Distance from Standard Met	Special Education Students	-266.0	-260.0	not available until fall 2025	-220.0
SBAC Math Distance from Standard Met	Latino/a Students	-238.1	-161.5	not available until fall 2025	-220.0
Reclassification Measures & Targets					
*Reference Stages of ELD Data slides					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	0.0%	0.0%	not available until fall 2025	10.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.						
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		All Students	60.3%	76.6%	not available until fall 2025	75.0%
Out-of-School Suspensions		All Students	8.7%	5.5%	not available until fall 2025	5.0%
Out-of-School Suspensions		African American Students	15.0%	8.2%	not available until fall 2025	5.0%
Out-of-School Suspensions		Special Education Students	17.6%	8.7%	not available until fall 2025	15.0%
Chronic Absenteeism		All Students	99.2%	91.6%	not available until fall 2025	50.0%
Chronic Absenteeism		African American Students	97.4%	90.0%	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%	74.6%	not available until fall 2025	90%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
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>Classroom libraries, peer mentors for students with limited English, Increased math word problems, incorporation of MPath iReady assignments in all classes.</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>All classes have student informed libraries, No Red Ink is used in English classes to support writing skills. English teachers are doing SSR and Explicit vocabulary instruction. Students are expected to work on their MPath assignments in iReady throughout the week. New English teachers are given coaching from a senior teacher as well as monthly professional development on the district curriculum.</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>Teachers pay attention to students, staff is very present, students are less likely to slip through the cracks due to our size, students feel heard, Staff intentionally engages in "fun" with students through games (Cards, Basketball, art projects, lunchtime check-in's, etc.) Staff are very responsive to students when it's clear that COST support may be needed. Dewey Leadership and the SSC brought in Art Therapy and other supportive groups that happen during the week so that students at Dewey can get the emotional support they need when they are at school. Dewey has a weekly Gay Straight Alliance club meeting on Wednesdays. Our announcements share that we are a "bully free" and an OUSD "Safe School" who recognizes and respects the rights of our LGBTQ members.</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>	<i>Because of Dewey's small size, staff are able to build good relationships with one another through daily conversations and regular meetings about how things are going. At least once a month, the VIP team participates in Dewey's Wednesday PD's to share out their important perspective with all staff. Dewey leadership makes sure that all voices are heard and valued. Our Culture and Climate team meets regularly after school hours to calibrate where support is needed to keep our campus, students, and staff safe and able to do the work we are all here to do.</i>
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>Attendance is a huge challenge, students must be in class at least 80% of the time and engaged with the work. Teachers need diverse strategies to reach all students, More engaging materials used in classes, more leveled assignments to support learners at all levels. SSR for all. Have students choose book titles. Different reading structures for example act out what they are reading. Comic books reorder. Title I funds will be utilized to support LCAP Goal 3 by increasing literacy and math proficiency through the provision of a 0.40 FTE Intervention Teacher, software licenses for reading intervention, and extended contracts for teachers to provide tutoring. Additionally, the Dewey School Site Council will vote on how to expend unallocated Title I student and Title I parent unding during the fall of 2025 to further enhance these efforts.</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>Use of technology and less reading of books, much work is performed on chromebooks. More vocabulary work.</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>More push in activities, ensure all staff are and continue to be on the same page to make culture stick.</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>	<i>More in class support, more collaboration with support staff, hold staff meetings</i>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW					
School: Dewey Academy			SPSA Year Reviewed: 2024-25		
			SPSA Link: 2024-25 SPSA		
2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA					
Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.					
We are implementing our SPSA. We do have areas to tighten up on but overall we are working our plan. We have a Case amanager position we were not able to fill now there is a hiring freeze.					
Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.					
We could use more articulation and reminders to teachers around our different strategies. For example, we have purchased classroom libraries and agreed to have our studetns complete silent sustained reading. What I have leared is that we need to champion these causes and keep the focus on the strategies sif we wan them to happen. We also need all staff to stop and do the strategy. Our community does best if we are all doing the same thing.					
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.					
Goal 3 has changed to be in agreement with the high school network. Our strategies on part 3 will be edited to meet our current need.					
2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION					
Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
4399 - Unallocated	unallocated	College/Career Readiness	SSC is planning a parent night	Our last 2 were well attendned and great. We will continue to try to engage parents	We will use Title 1 Student for positions in the future because we will have fewer options to ensure we can care for students at the same level.
Books other than Text - English Class - BT-730214	Books other than Text - English Class - BT-730214	i-Ready Reading at or above Mid-Grade	We purchased books for our English teachers to provide reading material on varied reading levels	We have just started this schoolwide and studetns need time to adjust and teachers need the will poweer to make it a thing.	we will not change annything currently
bt722859Extended Contracts - 5 teachers for after school tutoring -	bt722859Extended Contracts - 5 teachers for after school tutoring -	i-Ready Reading at or above Mid-Grade	Teachers tutored their students after school	Tutoring is voluntary, so students who want to improve and those that are able to stay after school can take advantage of this opportunity.	we hope to be able to continue to offer support after school, but that depends on funding. We will offer for the 25-26 sy

PD Writing Workshop & Ext Cont - JE BT #756855	Teacher libraries	i-Ready Reading at or above Mid-Grade	We purchased engaging books for teachers to have to conduct SSR that would hold student's attention.	The students are enjoying reading with adults. It is fun to see this change.	we need to purchase books in our student's home language. We would also like students to pick out the books.
Extended Contracts - JE-BT 757193	Extended Contracts - JE-BT 757193	i-Ready Reading at or above Mid-Grade	Teachers tutored their students after school	Students are coming in to catch up on missed assignments and to get 1 on 1 support.	Will continue and try to find a tutor who can work inside of the math class
PD Writing Workshop & Ext Cont - JE BT #781093	Professional Development	Staff Participation in Foundational Professional Learning	teachers attending conferences to improve their instruction	Working fine but would like to see an increase in teachers taking advantage of this opportunity.	we will continue to provide for teachers to attend PD of their choice but I will add a section to our staff bulletin that collects the different opportunities for staff.
Extended Contracts - JE-BT 781097	Extended Contracts - JE-BT 781097	Staff Participation in Foundational Professional Learning	Teachers tutored their students after school	Students are coming in to catch up on missed assignments and to get 1 on 1 support.	Will continue and try to find a tutor who can work inside of the math class
Books other than Text - Delta Math Class - BT-805804					

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES				
School:		Dewey Academy	SCHOOL ID:	310
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance	
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:		low literacy rates		
#	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 informs 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 assign iReady assignments at student instructional levels.	All Students	Academic	Tier 1 - Universal
1-10	ILT will make it a practice to analyze iReady data after each assessment	All Students	Academic	Tier 1 - Universal
1-11	Focus on vocabulary and provide Spanish transitions- all classes complete vocabulary journal	Limited English Speakers	Academic	Tier 2 - Supplemental
1-12	Provide basic English/Spanish flash cards for limited English speakers	Limited English Speakers	Academic	Tier 2 - Supplemental
1-13	Schedule ELD classes according to English needs	ELD Students	Academic	Tier 2 - Supplemental
1-14	Get student input when purchasing books	All students	Student connectedness	Tier 1 - Universal
1-15	Provide more opportunities for students to read and discuss books together	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, 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 NoRedInk or other?)	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	Staff will be taught how to work with tutors to maximize their effectiveness	All Students	Academic	Tier 1 - Universal
2-10	Open a tutoring center at lunch managed by the TSA so students know where to get tutoring when they have free time	All Students	Academic	Tier 1 - Universal
2-11	Move teachers toward the use of rubrics after teaching them how and where to create them	All Students	Academic	Tier 1 - Universal
2-12	Math teacher identifies the assessment that will be used if not iReady	All Students	Academic	Tier 1 - Universal
2-13	Find a way to manage cell phones better	All Students	Academic	Tier 1 - Universal

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

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. OR By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from X% to X%.

Identified Need: Build trusting relationships OR -Students are coming to school but they do not stay in their assigned class during instructional time
- We need to communicate regularly and develop strong connections with families and leverage those relationships to improve student attendance

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
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3-1	Provide additional incentives to attend school	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, groups and clubs that are engaging	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	Increase calls and letters from teachers and staff for absent students	All Students	Academic	Tier 1 - Universal
3-10	Attendance assemblies more often. Perhaps the middle of each trimester as well as Prospective Graduate meetings	All Students	Behavioral	Tier 2 - Supplemental
3-11	School wide attendance goal where students are rewarded for meeting the goal.	All Students	Behavioral	Tier 1 - Universal

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:		Staff need to feel their work is joyful while being important		
#	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 by the Teaching Well to ensure individual and group needs are being supported.	All Students	Behavioral	Tier 1 - Universal
4-7	Support staff and teachers will use Graduate protocol to support students closer to graduation	All Students	Academic	Tier 2 - Supplemental
4-8	More team building activities but balance them out	All Students	Behavioral	Tier 2 - Supplemental

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	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	Support staff and teachers will use Graduate protocol to support students close to graduation	African American	Academic	Tier 2 - Supplemental
5-10	Provide information to staff about students' triggers, likes etc	African American	Behavioral	Tier 1 - Universal
5-11	Increase the attendance of community partners and support staff to attend Orientation so students can have a point person immediately upon admission.	African American	Behavioral	Tier 1 - Universal
5-12	Provide life skills for students	African American	Behavioral	Tier 2 - Supplemental
5-13	Students who are close to graduation will receive wrap around services to ensure they graduate	African American	Academic	Tier 3 - Intensified
5-14	Students will be provided career support ie interview prep etc	African American	Behavioral	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	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	English Learner Students	Academic	Tier 1 - Universal
6-7	Students will understand what their scores say about their reading ability and develop individual learning plans for all students	English Learner Students	Academic	Tier 1 - Universal
6-8	Continue college tours and target at risk studnets	English Learner Students	Academic	Tier 2 - Supplemental
6-9	Students will be provided career support ie interview prep etc	English Learner Students	Academic	Tier 1 - Universal
6-10	Peer tutors/translators to help studetns understand assignments	English Learner Students	Academic	Tier 3 - Targeted
6-11	Staff member works as cultural liasion to help Spanish speakers feel comforta	English Learner Students	Academic	Tier 3 - Targeted
6-12	Order reading materials in languages other than English	English Learner Students	Academic	Tier 2 - Supplemental
6-13	Support staff and teachers will use Graduate protocol to support students closer to graduation	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 310
School: Dewey Academy

DESCRIPTION OF PROPOSED EXPENDITURE	EXPENDITURE CODE	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
After school budget. Basketball and boxing classes provided along with Youth Mental health training	5100 - Subagreements For Services	\$196,850	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Work with community partners to provide programs and counseling to students (art therapy, Planting Justice, activities such as boxing)	310-1
After school budget to provide training in Youth Mental Health afterschool training program	5825 - Consultants	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a		Student Connectedness to School	Provide additional incentives to attend school	310-2
Surplus - not enough to spend on FTE	4399 - Unallocated	\$12,753	Arts & Music in Schools (Proposition 28)	4399	Unallocated	n/a	n/a	n/a		A-G Completion	Order reading materials in languages other than English	310-3
Surplus - not enough to spend on FTE - spreadsheet is not correct	5825 - Consultants	\$3,188	Arts & Music in Schools (Proposition 28)	5825	Consultants	n/a	n/a	n/a		On Track to Graduate: 11th Grade	Order reading materials in languages other than English	310-4
Surplus - not enough to spend on FTE	4399 - Unallocated	\$15,250	Arts & Music in Schools (Proposition 28) Carryover	4399	Unallocated	n/a	n/a	n/a		College/Career Readiness	Order reading materials in languages other than English	310-5
Surplus - not enough to spend on FTE - spreadsheet is not correct	5825 - Consultants	\$3,812	Arts & Music in Schools (Proposition 28) Carryover	5825	Consultants	n/a	n/a	n/a		On Track to Graduate: 11th Grade	College and trade exploration through CCGI and field trips	310-6
Transition Specialists 1.0 FTE. Ensuring our students transition to a career are college and providing increased case management to 5th and 6th year grads who are attending Peralta Colleges. Case management while in their 1st year of Peraltas as well as helping 5th and 6th year students find a college or career that fit their goals. Providing workshops to current students and organizing job fairs. Less students dropping out of Peralta, more students enrolling in Peralta or Oakland Adult School programs, careers, and trade programs.	2205 - Classified Support Salaries	\$120,280	California Community Schools Partnership Program	2205	Classified Support Salaries	8203	Specialist, Career Pathway Transitions	1.0		College/Career Readiness	All AA students will leave Dewey with a plan to continue their education or enter the workforce	310-7

Restorative Justice Facilitator. Provide intensive behavior correction support for students showing greater levels of trauma. Work with families to solve root problems that are getting in the way of student success. Support school community in implementing restorative justice on all three tiers of the multi-tiered system of supports framework. Train all staff and peer Restorative Justice (RJ) leaders in RJ philosophy and practices. Coach teachers as they facilitate circles in their classroom. Support Coordination of Services Team (COST) and Climate & Culture teams. What population will the position focus on? (e.g. teachers, families, students) Students suffering from trauma. The RJ Position will facilitate restorative justice circles with students to address ongoing safety issues and to educate them in conflict resolution techniques, thereby reducing the likelihood of violence. This initiative aims to foster a healthy climate and culture within the campus community.	2205 - Classified Support Salaries	\$20,066	California Community Schools Partnership Program	2205	Classified Support Salaries	10422	Restorative Justice Facilitator	0.2		Student Connectedness to School	Student groups will be developed to provide additional wrap around support through out the year	310-8
Classified overtime - Classified extra time/over time for family engagement activities, literacy nights or workshops, team planning sessions, and retreats aimed at fostering a positive school climate and culture.	2225 - Classified Support Salaries: Overtime	\$4,000	California Community Schools Partnership Program	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a		Chronic Absenteeism	Increase calls and letters from teachers and staff for absent students	310-9
Surplus	4399 - Unallocated	\$30,654	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a		On Track to Graduate: 11th Grade	2 schoolwide events to engage families and build bridges each other	310-10
Planting Justice - Planting Justice aims to provide all students in the Health Pathway at Dewey Academy with comprehensive education on nutrition, including the role of nutrients in food, their utilization by the body, and the connections between diet, health, and disease. Students will gain practical experience in the Dewey garden, where they will engage in planting, cultivating, and selecting fruits and vegetables to make informed healthy food choices. This initiative emphasizes the significance of quality nutrition and effective weight management practices for adolescents. Additionally, students will discern between healthy and harmful food options. The gardening experience is also designed to alleviate anxiety and enhance overall mood, as the act of gardening promotes a sense of tranquility and mindfulness.	5825 - Consultants	\$50,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a		College/Career Readiness	Internship program	310-11

After school tutoring, Study skills - Planning and collaboration for professional development and collaborative leadership. Teachers will also implement small group instruction for students, offering tutoring sessions both before and after school.	1120 - Certificated Teachers' Salaries: Stipends	\$25,000	California Community Schools Partnership Program Carryover	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		A-G Completion	Extended English credit options through book club	310-12
The Community School Manager will enhance student and family involvement by fostering and sustaining strong partnerships while engaging with local organizations. The CSM will also promote effective communication and collaboration among teachers, staff, families, and community stakeholders. A safer campus, students experiencing a smoother transition	2305 - Classified Supervisors' and Administrators' Salaries	\$43,494	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	New Position 01	11-Month Community School Manager	0.25		Student Connectedness to School	2 schoolwide events to engage families and build bridges each other	310-13
Surplus - See line 43. These funds will be used to fund the extra work performed by the counselor	4399 - Unallocated	\$59,206	California Community Schools Partnership Program Carryover	4399	Unallocated	n/a	n/a	n/a		A-G Completion	Increase calls and letters from teachers and staff for absent students	310-14

<p>Today's Future Sound (\$14,300) will work with students in the form of instrumental compositions that will be compiled on a final student "beat tape" or instrumental album made available to students for free download and streaming on the TFS Soundcloud and Bandcamp. Students will learn the fundamentals of beat making and fingerdrumming with the possibility of recording their own original songs, if they so choose. This class will emphasize addressing the social and emotional needs of students, enabling them to articulate their feelings and experiences through music. The service is open to all students who are interested. Mentoring Medicine & Science, Inc. (MIMS) (\$25,000) will provide consulting services to all students at Dewey Academy. This funding will facilitate workshops each trimester, aimed at introducing students to health careers and essential skills. Participants will gain exposure to Emergency Medical Technicians (EMT) and receive training in cardiopulmonary resuscitation (CPR) and First Aid. Workshops will cover critical skills such as splinting, blood pressure measurement, and immobilization techniques, equipping students with the confidence to respond effectively in emergency situations and potentially save lives.</p> <p>Art Therapy (\$16,000) groups are a clinical mental health service that involves both verbal therapy and art therapy within a group format which increases peer support as well as support from a certified mental health clinician. The format of art therapy groups involves a verbal check in, a therapeutic art making activity focused on a particular mental health/mental well-being-related theme, and concludes with verbal sharing of the artwork created. There will be, at least, 24 Art Therapy groups (clinical mental health service) for Dewey Students. There are 10 students maximum per group. Groups are one period in length (up to one hour). The service is open to all students who are interested. Today's Future Sound (\$14,300) will work with students in the form of instrumental compositions that will be compiled on a final student "beat tape" or instrumental album made available to students for free download and streaming on the TFS Soundcloud and Bandcamp. Students will learn the fundamentals of beat making and fingerdrumming with the possibility of recording their own original songs, if they so choose. This class will emphasize addressing the social and emotional needs of students, enabling them to articulate their feelings and experiences through music. The service is open to all students who are interested.</p>	5825 - Consultants											
		\$55,300	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a		College/Career Readiness	Provide life skills for students	310-15

Graduation Seminar - College Readiness. Teacher will develop curriculum that allows students to accelerate by using worked based experiences and coupled with writing. Student engagement will improve and students will graduate closer to "on time".	1105 - Certificated Teachers' Salaries	\$69,503	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	58	Teacher, Structured English Immersion	0.4		College/Career Readiness	Graduate Writing seminar	310-16
Surplus	4399 - Unallocated	\$55,497	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a		A-G Completion	Schoolwide celebrations to build community, ie family nights and award celebrations to build a bridge between school and home	310-17
After school program - ELL will increase their literacy levels through Tier 1 and Tier 2 schoolwide intervention strategies as measured by teacher created assessments and RI.	5825 - Consultants	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			ELL will increase their literacy levels through Tier 1 and Tier 2 schoolwide intervention strategies as measured by teacher created assessments and RI.	310-18
Tambu 0.4 FTE Pathway teacher and team leader - College and trade exploration through CCGI and field trips	1105 - Certificated Teachers' Salaries	\$42,887	Golden State Pathways Program	1105	Certificated Teachers' Salaries	6185	Teacher, Structured English Immersion	0.4		College/Career Readiness	College and trade exploration through CCGI and field trips	310-19
Surplus- spreadsheet is wrong	5825 - Consultants	\$26,751	Golden State Pathways Program	5825	Consultants	n/a	n/a	n/a			College and trade exploration through CCGI and field trips	310-20
RJ position - SEL Teacher training	2205 - Classified Support Salaries	\$60,199	LCFF Equity Multiplier	2205	Classified Support Salaries	10422	Restorative Justice Facilitator	0.6		Student Connectedness to School	SEL Teacher training	310-21
Case Manager - support students inside and outside of school to get them to graduate	2405 - Clerical Salaries	\$49,967	LCFF Equity Multiplier	2405	Clerical Salaries	10429	Case Manager	0.4		Student Connectedness to School	Student groups will be developed to provide additional wrap around support through out the year	310-22
Surplus - College and trade exploration through CCGI and field trips	5825 - Consultants	\$46,146	LCFF Equity Multiplier	5825	Consultants	n/a	n/a	n/a			College and trade exploration through CCGI and field trips	310-23
Literacy TSA to coach teachers and ILT, support literacy PD for staff, manage and guide PLC work.	1119 - Certificated Teachers on Special Assignment Salaries	\$77,763	LCFF Equity Multiplier Carryover	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.5		i-Ready Reading at or above Mid-Grade	Community partner engagement to provide engaging literacy activities ie HHREC collab. with English teachers	310-24
Surplus - Continue college tours and target at risk studnets	5825 - Consultants	\$12,237	LCFF Equity Multiplier Carryover	5825	Consultants	n/a	n/a	n/a			Continue college tours and target at risk studnets	310-25
Supplies - Students will complete silent reading during 4th period daily	4310 - School Office Supplies	\$9,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Students will complete silent reading during 4th period daily	310-26
Refreshments - Schoolwide celebrations to build community, ie family nights and award celebrations to build a bridge between school and home	4311 - Meeting Refreshments	\$3,400	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Schoolwide celebrations to build community, ie family nights and award celebrations to build a bridge between school and home	310-27
Supplies for pathway classes - Order reading materials in languages other than English	4310 - School Office Supplies	\$8,953	Measure H Carryover	4310	School Office Supplies	n/a	n/a	n/a		i-Ready Math at or above Mid-Grade	Order reading materials in languages other than English	310-28

<p>Teachers Salaries: Hire a Pathway Teacher to offer Health and Fitness pathway courses at .20 FTE. The pathway teacher will teach one of our pathway courses (Fit for Life) for all of our students. The curriculum will offer each student opportunities to personalize their education based on their career interests and unique learning needs. The Pathway Teacher will provide students with career, academic and soft skills that are needed for the modern workplace, college and general postsecondary success. The Pathway Teacher will also work to ensure their curriculum is up to date and relevant with today's Health and Fitness industry standards. This portion of the FTE is above and beyond the central base allocation of .80 FTE.</p>	1105 - Certificated Teachers' Salaries	\$25,614	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	6184	Teacher, Structured English Immersion	0.2			Pathway coach infirms PD and bring resources to Alt Ed sites	310-29
<p>Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE. The Pathway Coach will support pathway development and provide input on course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach supports school-wide planning, data gathering, data analysis, report writing, evaluation, and improvement of our pathway and pathway programming and works directly with Pathway Teams/Leads to support alignment with the Linked Learning approach.</p>	2305 - Classified Supervisors' and Administrators' Salaries	\$20,359	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach, College/Career Pathways	0.1			Pathway coach infirms PD and bring resources to Alt Ed sites	310-30
<p>Supplies for pathway classes: Dewey academy will continue to visit like schools and colleges to take best practices</p>	4310 - School Office Supplies	\$1,171	Measure H: College & Career Readiness for All	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness to School	Dewey academy will continue to visit like schools and colleges to take best practices	310-31
<p>Consultant contract with Mentoring in Medicine to provide CPR, First Aid, Stop the Ble3d certifications to students and staff</p>	5825 - Consultants	\$22,527	Measure H: College & Career Readiness for All	5825	Consultants	n/a	n/a	n/a		College/Career Readiness	College and trade exploration through CCGI and field trips	310-32
<p>Unallocated- Surplus - Students will have classroom libraries to choose a book of interest</p>	4399 - Unallocated	\$1,210	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a		A-G Completion	Students will have classroom libraries to choose a book of interest	310-33

<p>English Position (Umetsu) This position will provide intensive intervention to struggling 11th and 12th grade students, English Learners and well as academic English learners through English Instruction. This teacher will work with Admin to strengthen Tier 1 strategies and instruction by providing differentiated instruction to student and English department teachers</p> <p>Ms. Umetsu will teach 2 sections of English Intervention classes for our most struggling students. Our iReady results show the need for intense intervention to support our students graduating from high school able to be literate. These classes will be smaller to allow students to get the support they need.</p>	1105 - Certificated Teachers' Salaries	\$37,641	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	10209	Teacher, Structured English Immersion	0.4		A-G Completion	Move teachers toward the use of rubrics after teaching them how and where to create them	310-34
Refreshments - Extended English credit options through book club	4311 - Meeting Refreshments	\$2,473	Title I, Part A Schoolwide Program	4311	Meeting Refreshments	n/a	n/a	n/a		On Track to Graduate: 11th Grade	Extended English credit options through book club	310-35
Unallocated - Testing to assess literacy upon entry at Dewey (SRI or NoRedInk or other?)	5846 - Licensing Agreements	\$127	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a		SBAC ELA Distance from Standard Met	Testing to assess literacy upon entry at Dewey (SRI or NoRedInk or other?)	310-36
No Red Ink English Program - Teachers will use no Red Ink to provide feedback on writing	5846 - Licensing Agreements	\$3,319	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a		College/Career Readiness	Teachers will use no Red Ink to provide feedback on writing	310-37
<p>Counselor will increase parent communication regarding graduation status through a series of engagement activities; graduation status review at enrollment and report card evenings each trimester. The counselor will work closely with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community. That enables academic progress, efficacy, and productive behavior.</p> <p>The counselor will be included in development time for interdisciplinary teams of educators to learn and plan together, and to explore school and classroom policy changes needed to create restorative, safe, relationship-centered learning environments.</p>		\$33,850	CCSPP	1105	Certificated Teachers' Salaries	0193	Counselor	0000		College/Career Readiness	Systems will be developed to ensure students were assessed when transferring to Dewey	



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

Title I, Part A School Parent and Family Engagement Policy

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

DEWEY ACADEMY

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

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

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

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 September 24, 2024 and will be in effect for the period August 12, 2024 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 MORENO [Signature] 9/25/24
Name of Principal Signature of Principal Date

Please link the School-Parent Compact to this document.



School-Parent Compact

Dewey Academy

2024-25

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 2024-2025 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 (iReady)

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.

9) Report cards will be mailed out the 2nd week of the next Trimester.

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
- Call or email Dewey Academy when students are absent to verify the absence.

Student Responsibilities

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

- Get to school on time every day and maintain 80% attendance to pass classes.
- Visit the Attendance office to verify absences upon return to campus.
- 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 24, 2024**, and will be in effect for the period of August 12, 2024 through May 29, 2025.

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 October 31, 2024.

Ms. Staci Ross-Morrison

Staci Ross-Morrison

Date 09/24/2024



Dewey Academy

School Site Council Membership Roster

202-2024

SSC - Officers

Chairperson:	Jason
Vice Chairperson:	Dwayne Aikens
Secretary:	Itzel Mercado

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"/>	
Alea Luken	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jamila Webb	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Dwyane Aikens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Jason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Itzel Mercado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
LaDaunte Mack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:

(Day/Month/Time)

4Th Tuesday

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.

