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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Dewey Academy

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Dewey Academy



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

2026-27 School Plan for Student Achievement (SPSA)

School: Dewey Academy
CDS Code: 1612590132688
Principal: Staci Ross-Morrison
Date of this revision: 2/24/26

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: 2/24/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 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 approval.

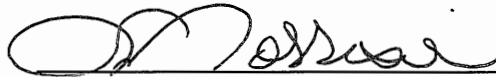
Date(s) plan was approved: 2/24/2026

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

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

Signatures:

Staci Ross-Morrison
Principal

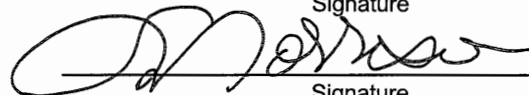


Signature

3/25/26

Date

Staci Ross-Morrison
SSC Chairperson



Signature

3/25/26

Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes
Network Superintendent

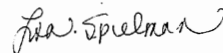
Vanessa Sifuentes

Signature

4/24/2026

Date

Lisa Spielman
Director, Strategic Resource Planning



Signature

4/17/26

Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/16/2025	SSC	Reflected on progress and challenges, Discussed proposed expenditures and priorities, Reviewed SPSA goals and strategies
1/23/2029	SSC	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals a
12/11/2028	Admin Team	Reflected on instructional practices and supports, Discussed proposed expenditures and priorities, Collected
12/18/2028	Admin Team	Discussed proposed expenditures and priorities
1/31/2029	Faculty	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$159,440.22
Total Federal Funds Provided to the School from the LEA for CSI	\$89,200.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$782,313.23

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 Resource 3010	\$68,200
Title I Parent & Family Engagement Resource 3010	\$2,040
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$89,200
SUBTOTAL OF FEDERAL FUNDING:	\$159,440

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$782,313.23

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$15,400
LCFF Equity Multiplier Resource 7399	\$217,347
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$100,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$248,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$41,376
SUBTOTAL OF STATE & LOCAL FUNDING:	\$622,873

2026-27 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

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

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

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

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

Purpose of this Plan

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

- Comprehensive Support & Improvement

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, 2024-25								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.6%	39.2%	34.4%	4.0%	4.8%	21.6%	96.8%	23.2%	23.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.4%	4.0%	8.8%	0.8%	1.6%	1.6%	96.8%	0.8%	28.4%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2027, 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	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-212.0	-138.2	-148.6	-212.0	-200.0
SBAC ELA Participation	All Students	53.3%	52.6%	42.9%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	1.6%	0.0%	7.8%	52.8%	60.0%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-223.1	-235.0	-142.5	-220.0	-200.0
SBAC Math Participation	All Students	52.6%	52.6%	42.9%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	0.0%	0.0%	11.7%	15.0%
California Science Test (CAST) Participation	All Students	20.7%	54.3%	5.3%	95.0%	95.0%
Graduation Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Four-Five Year Cohort Graduation Rate	All Students	41.1%	61.2%	63.8%	n/a	n/a
On Track to Graduate: 9th Grade	All Students	n/a			n/a	n/a
On Track to Graduate: 11th Grade	All Students	0.0%	0.0%		n/a	n/a
A-G Completion	All Students		0.0%	0.9%	n/a	n/a
College/Career Readiness	All Students	0.0%	0.0%	2.3%	100.0%	100.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: By May 2027 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-240.0	-262.0	-195.0	-212.0	-200.0
SBAC ELA Distance from Standard Met	Latino/a Students	-206.8	-175.0	-144.0	-200.0	-110.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	10.4%		36.5%	70.4%	30.0%
SBAC Math Distance from Standard Met	Special Education Students	-266.0	-260.0	-53.0	-220.0	-50.0
SBAC Math Distance from Standard Met	Latino/a Students	-238.1	-161.5	-173.1	-220.0	-170.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	0.0%	0.0%	0.0%	10.0%	10.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	10.0%	10.0%

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

School Goal: By June 2027, 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	2026-27 New Target
Student Connectedness to School	All Students	60.3%	76.6%	39.3%	75.0%	85.0%
Out-of-School Suspensions	All Students	8.7%	5.5%	7.3%	5.0%	5.0%
Out-of-School Suspensions	African American Students	15.0%	8.2%	10.8%	5.0%	5.0%
Out-of-School Suspensions	Special Education Students	17.6%	8.7%	22.7%	15.0%	15.0%
Chronic Absenteeism	All Students	99.2%	91.6%	88.3%	50.0%	30.0%
Chronic Absenteeism	African American Students	97.4%	90.0%	88.4%	50.0%	30.0%

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

School Goal: By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	77.6%	74.6%	76.8%	90.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By June 2027, 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	Implemented silent sustained reading in all classes 4th period. Purchased books for students to read in class for silent reading, utilizing student choice and a broad selection of lexile levels available. Site wide reading annotation strategies. Reading Inventory activities leveled to each student's needs. Focus on foundational math skills through the online Delta Math platform. Tutoring for math and ELL students. More writing assignments like making booklets in classes In Jan 2026 we will bring in tutors to help our English learners and students who are struggling. Tutors are more consistent.
<i>LCAP Goal 2:</i>	By May 2027 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	Silent sustained reading practice. Incentives to complete the test (receiving an assignment grade for completion). Require students who "rush" to retake the test. Focus on academic vocabulary Tutoring during the school day

<i>LCAP Goal 3:</i>	By June 2027, 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.	<ul style="list-style-type: none"> -New Peer Wellness Mentor program will connect new students with peers and adults on campus -Plethora of groups that are offered at Dewey -Intake Interviews that helps us connect students to their interests -COST distribution and follow through -Student support conversations -Many students now trained on when and how to submit COST Referrals.
<i>LCAP Goal 4:</i>	By May 2027, staff culture and climate will improve as measured by positive responses to quarterly surveys and feedback following staff celebratory events.	<p>Small environment leaves less folks isolated</p> <ul style="list-style-type: none"> -We have a lot of support from office people and support staff <p>Inclusive staff</p>
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By June 2027, 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	<p>Students not taking test seriously or taking the test to the best of their ability</p> <p>Attendance</p> <p>Students spending too much time out of class and not taking their education seriously</p>
<i>LCAP Goal 2:</i>	By May 2027 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	<p>Trauma that is impacting their schooling</p> <p>Students' avoidance with assignments due to lack of skills. Dewey Academy will allocate Title I funding to support student-facing roles aimed at improving reading interventions, including 1 Attendance Specialist at 0.5 FTE. Additionally, funding is designated for extended contracts for teacher stipends to provide tutoring. Please note that while up to these FTE amounts have been approved, the actual amount of FTE may differ. Any remaining Title I Student funds will be voted on by the Site Council to be directed toward additional positions (ET/OT).</p>

<p><i>LCAP Goal 3:</i></p>	<p>By June 2027, 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.</p>	<p>Students reluctant or refusing to participate in activities.</p> <p>Emotional trauma the students come with</p> <p>Lack of trust in adults</p> <p>Students have experienced adults not keeping confidentiality</p> <p>Confidentiality concerns</p> <p>Students who are isolated and super quiet don't get noticed</p> <p>Title I Parent Education funding will support LCAP Goal 3 at Dewey Academy by enhancing school-community partnerships to improve student trust and attendance. These funds are allocated for Translation Services. Any remaining Title I Parent ED funds will be used to provide meeting refreshments.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, staff culture and climate will improve as measured by positive responses to quarterly surveys and feedback following staff celebratory events.</p>	<p>Student behaviors turn off/frighten staff off</p> <p>Some staff have trauma that do not allow them to fully engage</p> <p>Funding - staff have options. Retention is difficult with the pay</p> <p>Staff does a lot of jobs- wear a lot of hats</p> <p>Positives are that staff lean on each other, and inform each other of struggles students are having that help staff build positive relationships with students.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Dewey Academy

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

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 students complete silent sustained reading. What I have learned is that we need to champion these causes and keep the focus on the strategies if we want 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.

Provide more support to teachers so they can feel empowered in their classrooms. Classroom management and CPI would be great places to start.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Books other than text books</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Will be used to support the needs of next years students</p>	<p>Lbraries are working. Surplus will allow next years teachers to choose classroom books</p>	<p>continue to address the needs of the students who will transfer in during the 26-27 sy</p>
<p>Tutoring</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>Teachers will provide afterschool tutoring to students to raise reading proficiency and written skills</p>	<p>Working because teachers are able to focus the need on specific skills</p>	<p>We will continue this work</p>

refreshments for parent meetings	College/Career Readiness	snacks for parent meetings	working as best it can. Food would help bring parents to the site	will continue
Delta Math	SBAC Math Distance from Standard Met	Math online program that allows deeper practice of math standards	Students are able to remediate and go at their own pace	we will continue with this program due to its effectiveness in the ALT Ed context.
No Red Ink Subscription	SBAC ELA Distance from Standard Met	computer program that helps teachers find appropriate lessons for all students in their classes	working perfectly	continue because teachers like using the program and students respond well
translations	Student Connectedness to School	We need translation services and pay staff to translate so that parents are served.	New but necessary. Working as of right now.	we will continue because this is a need

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Dewey Academy	SCHOOL ID:	219
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal:	By June 2027, 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
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Identified Need:	Pull out support.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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	Tutoring from SMART tutors aand Oakland Serves	All Students	Academic	Tier 1 - Universal
1-5	Silent Reading - WHEN?	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	ILT is teacher led	All Students	Academic	Tier 1 - Universal
1-10	Class libraries purchased	All Students	Academic	Tier 1 - Universal
1-11	Support students to do Dual Enrollment with case management and tutoring/studying support	All Students	Academic	Tier 1 - Universal
	ELA teachers will teach a minimum of 1 Fishtank unit each year.			

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.				
School Goal:		By May 2027 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- daily reading will be proposed to staff	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

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.				
School Goal:		By June 2027, 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 Need:		Build trusting relationships		
#	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	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	Students will be trained in Teen Mental Health and act as Peer Mentors to newly enrolled students			
3-9	Encourage more school wide team building activities - bring in ASP and leadership			

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

School Goal:	By May 2027, 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 bythe Teaching Well to ensure individual and group needs are beinng supported.	All Students	Behavioral	Tier 1 - Universal
4-7	Students will be trained in Teen Mental Health and act as Peer Mentors to newly enrolled students	All Students	Behavioral	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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	Community org support -			
5-6	Cultural field trips/			
5-7	Address Toxic masculinity via young mens groups			

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</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	Address Toxic masculinity via young mens groups			
6-7	Expose to Puente Project (Chabot) at junior colleges			

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 310

School: Dewey Academy

Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity.											
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
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>ALIGNED TO EXPENDITURE (TITLE I ONLY)</i>	<i>Link to an SPSA activity.</i>	<i>Autofills to identify the action.</i>
Afterschool Art Enrichment Program	\$7,500	Arts & Music in Schools (Proposition 28)	2420	Clerical Salaries: Stipends					Student Connectedness to School	Offer Affinity Circles, groups and clubs that are engaging	310-1
To be allocated in fall - Art & Music supplies	\$17,935	Arts & Music in Schools (Proposition 28)	4399	Unallocated					Student Connectedness to School	Student groups will be developed to provide additional wrap around support through out the year	310-2
MIMS	\$15,941	Arts & Music in Schools (Proposition 28) Carryover	5825	Consultants					College/Career Readiness	Encourage more school wide team building activities - bring in ASP and leadership	310-3
ILT - stipends for teacher created PD to ensure teacher and student academic supports are in place.	\$16,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends					Student Connectedness to School	Teacher created PD to ensure teachers needs are met	310-4
"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."	\$94,975	California Community Schools Partnership Program	2205	Classified Support Salaries	8203	Spec Career Path Transitions	0.60		Chronic Absenteeism	Increase calls and letters from teachers and staff for absent students	310-5
To be allocated in fall - CCSPP	\$57,775	California Community Schools Partnership Program	4399	Unallocated					College/Career Readiness	Most at risk students will be prioritized for engagement with internships, college visits etc	310-6
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.	\$44,475	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	9315	Program Mgr Community School	0.25		Chronic Absenteeism	Support school culture, build community bridges and partnerships. Lead Attendance/Climate and culture meetings	310-7
To be allocated in fall - CCSPP	\$35,525	California Community Schools Partnership Program Carryover	4399	Unallocated					College/Career Readiness	All AA students will leave Dewey with a plan to continue their education or enter the workforce	310-8
Graduation Seminar/ Teen Mental Health program build out - 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".	\$21,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends					College/Career Readiness	Students will be trained in Teen Mental Health and act as Peer Mentors to newly enrolled students	310-9

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 310

School: Dewey Academy

Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity.											
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
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>ALIGNED TO EXPENDITURE (TITLE I ONLY)</i>	<i>Link to an SPSA activity.</i>	<i>Autofills to identify the action.</i>
PD and Collaboration time - pays for substitutes to allow consultants to train staff in wellness workshops	\$7,000	Comprehensive Support & Improvement (CSI) Grant	1150	Certificated Teachers: Substitutes					Staff Satisfaction with Professional Development	Staff will engage in PD and wellness workshops offered by the Teaching Well to ensure individual and group needs are being supported.	310-10
Classified overtime - Classified extra time/over time for student dual enrollment class support	\$10,800	Comprehensive Support & Improvement (CSI) Grant	2325	Classified Supervisors' and Administrators' Salaries: Overtime					College/Career Readiness	Support students to do Dual Enrollment with case management and tutoring/studying support	310-11
Classroom book Libraries to increase reading levels and A-G completion	\$2,000	Comprehensive Support & Improvement (CSI) Grant	4200	Books other than Textbooks					Reading Inventory (RI) Growth of One Year or More	Class libraries purchased	310-12
PD and Collaboration time - pays for staff learning and PD growth to support student success in A-G completion and graduation requirements and post secondary success	\$20,000	Comprehensive Support & Improvement (CSI) Grant	5200	Travel And Conferences					Staff Participation in Foundational Professional Learning	Move teachers toward the use of rubrics after teaching them how and where to create them	310-13
Partnership with community orgs to provide enrichment activities to increase student engagement and decrease chronic absenteeism.	\$20,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants					Student Connectedness to School	Tutoring from SMART tutors and Oakland Serves	310-14
College and trade exploration	\$6,000	Comprehensive Support & Improvement (CSI) Grant	5826	External Work Order Services					College/Career Readiness	College and trade exploration through CCGI and field trips	310-15
No Red Inc and Delta Math contracts to increase student performance on ELA & Math SBAC	\$2,400	Comprehensive Support & Improvement (CSI) Grant	5846	Licensing Agreements					SBAC Math Distance from Standard Met	Math teacher identifies the assessment that will be used if not iReady	310-16
After School Program to support learning beyond the school day	\$100,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants					Student Connectedness to School	After school Program	310-17
Transition Specialists - supports students with intership programs and college/career readiness	\$56,269	Golden State Pathways Program	2205	Classified Support Salaries	8203	Spec Career Path Transitions	0.40		College/Career Readiness	Internship program	310-18
Dual Enrollment support - Most at risk students will be prioritized for engagement with internships, college visits etc	\$13,369	Golden State Pathways Program	2325	Classified Supervisors' and Administrators' Salaries: Overtime					College/Career Readiness	Most at risk students will be prioritized for engagement with internships, college visits etc	310-19
To be allocated fall - college and trade exploration	\$4,000	Golden State Pathways Program	4399	Unallocated					Chronic Absenteeism	College and trade exploration through CCGI and field trips	310-20

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 310

School: Dewey Academy

Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity.											
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
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>ALIGNED TO EXPENDITURE (TITLE I ONLY)</i>	<i>Link to an SPSA activity.</i>	<i>Autofills to identify the action.</i>
Literacy TSA Salary - to support growth in iReady and SBAC performance	\$81,272	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	11104	TSA 11Mon 12Pay	0.50		Reading Inventory (RI) Multiple Years Below Grade Level	Teacher created PD to ensure teachers needs are met	310-21
Family Nights, Tutoring, Extended Program support - Offer Affinity Circles, groups and clubs that are engaging	\$33,482	LCFF Equity Multiplier	2225	Classified Support Salaries: Overtime					On Track to Graduate: 11th Grade	Offer Affinity Circles, groups and clubs that are engaging	310-22
Case Manager Salary - COST team will be the system used to ensure all students who need support receive it	\$102,593	LCFF Equity Multiplier	2405	Clerical Salaries	10429	Case Manager 20	1.00		Chronic Absenteeism	COST team will be the system used to ensure all students who need support receive it	310-23
Office Supplies - Attendance assemblies more often. Perhaps the middle of each trimester as well as Prospective Graduate meetings	\$10,400	LCFF Supplemental	4310	School Office Supplies					LTEL Reclassification	Attendance assemblies more often. Perhaps the middle of each trimester as well as Prospective Graduate meetings	310-24
Refreshments - All AA students will leave Dewey with a plan to continue their education or enter the workforce	\$5,000	LCFF Supplemental	4311	Meeting Refreshments					Student Connectedness to School	All AA students will leave Dewey with a plan to continue their education or enter the workforce	310-25
Central portion of TSA salary - Pathway coach infirms PD and bring resources to Alt Ed sites	\$81,272	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11104	TSA 11Mon 12Pay	0.50		Reading Inventory (RI) Multiple Years Below Grade Level	Pathway coach infirms PD and bring resources to Alt Ed sites	310-26
CSM Salary School wide attendance goal where students are rewarded for meeting the goal.	\$133,426	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9315	Program Mgr Community School	0.75		ELL Reclassification	School wide attendance goal where students are rewarded for meeting the goal.	310-27
Supplies - Students will have classroom libraries to choose a book of interest	\$3,000	Measure H Carryover	4310	School Office Supplies					A-G Completion	Students will have classroom libraries to choose a book of interest	310-28
Equipment - Open a tutoring center at lunch managed by the TSA so studetns know where to get tutoring when they have free time	\$2,322	Measure H Carryover	4410	Equipment < \$5,000					Reading Inventory (RI) Growth of One Year or More	Open a tutoring center at lunch managed by the TSA so studetns know where to get tutoring when they have free time	310-29
MIMS - College and trade exploration through CCGI and field trips	\$8,354	Measure H Carryover	5825	Consultants					College/Career Readiness	College and trade exploration through CCGI and field trips	310-30
Pathway meetings - Pathway coach infirms PD and bring resources to Alt Ed sites	\$3,500	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends					On Track to Graduate: 11th Grade	Pathway coach infirms PD and bring resources to Alt Ed sites	310-31



School-Parent Compact

Dewey Academy

2025-26

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:

- Keep updated contact information with the school office
- 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 assignments 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 **August 23, 2025**, and will be in effect for the period of August 12, 2025 through May 29, 2026.

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, 2025.

Ms. Staci Ross-Morrison

Staci Ross-Morrison

Date 09/05/2025



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 August 23, 2025, and will be in effect for the period August 11, 2025 through May 28, 2026.

The school will distribute this policy to all parents on or before **October 3, 2025**, of the current school year.

Staci Ross-Morrison

Staci Ross-Morrison

09/05/2025

Name of Principal

Signature of Principal

Date

Please link the School-Parent Compact to this document.



Dewey Academy
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Staci Ross-Morrison
Vice Chairperson:	Leonardo
Secretary:	

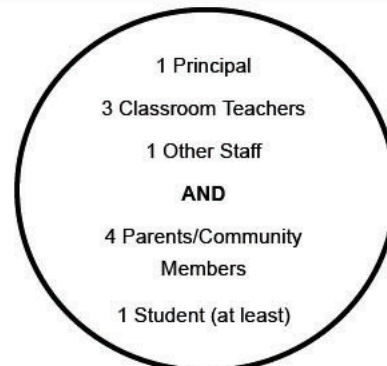
SSC - Members

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"/>	
Leonardo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st year
Le Daunte Mack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd year
Estephanie [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st year
Jamilah Webb	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd year
Alea Luken	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd year
Dwayne Aikens Jr (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd year
	<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)	8/26/2025, 09/23/2025, 10/28/2025, 11/25/2025, 12/23/2025, 01/27/2026, 02/24/2026, 03/24/2026, 04/28/2025
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SSC Legal Requirements (EC Sections 65000-65001):

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





Strategic Resource Planning (SRP)

Chairperson:	Staci Ross-Morrison
Vice Chairperson:	Leonardo
Secretary:	

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"/>	
Leonardo	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st year
Le Daunte Mack Estephanie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd year
Corea Osoy Jamilah Webb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st year
Alea Luken	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd year
Dwayne Aikens Jr (alternate)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd year
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd year
	<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)	8/26/2025, 09/23/2025, 10/28/2025, 11/25/2025, 12/23/2025, 01/27/2026, 02/24/2026, 03/24/2026, 04/28/2025
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Strategic Resource Planning (SRP)

