

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Frick Impact Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Frick Impact Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Frick Impact Academy
CDS Code: 1612596057020
Principal: Ruby De Tie
Date of this revision: 6/6/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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: Ruby De Tie
Address: 2845 64th Avenue
Oakland, CA 94605

Position: Principal
Telephone: 510-729-7736
Email: ruby.detie@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Frick Impact Academy

Site Number: 203

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

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

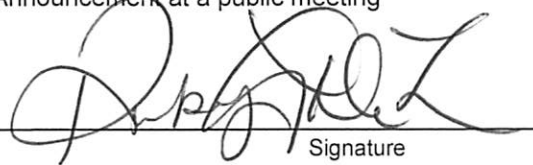
Date(s) plan was approved: May 2, 2017

6. 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, media announcements, etc.)

Signatures:

Ruby De Tie


Signature

5/10/17
Date

School Principal

Johnnell Antonio


Signature

5/23/17
Date

Ron Smith


Signature

5/23/17
Date

Network Superintendent

Marcus Silvi


Signature

5/25/17
Date

Coordinator, Office of Accountability Partners

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Frick Impact Academy

Site Number: 203

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|---------------------------|--|
| 1/10/2017 | ILT | Review 16-17 SPSA and discuss mid-year data-plan to hit school-wide goals. |
| 2/13/2017 | SSC | Review and discuss the current SPA and the 17-18 budget. Review current SPSA and dicuss changes in math programing. |
| 2/14/2017 | ILT | Review and discuss the current SPA and the 17-18 budget. Review current SPSA and dicuss changes in math programing. |
| 3/6/2017 | Faculty Meeting | Review and discuss the current SPA and the 17-18 budget. Review current SPSA and dicuss changes in math programing. |
| 3/14/2017 | ILT | Worked with ILT to review and modify the teacher, leadership and organizational practices aligned to school goals. |
| 4/12/2017 | After School/EBAYC | Met with EBACY to align school-day goals and practices to after school supports. |
| 4/18/2017 | SPED/New Comer Department | Met with SPED and NC department to review current data and practices to modify 17-18 teacher, organizational and leadership practices. |
| 4/21/2017 | SSC & Community | Completed G1 self assessments, reflected on current courses and alignment to student achievement. Discussed enrichment, resources and needs for 17-18 school year. |
| | | |
| | | |
| | | |

2017-2018 Final Budget

Programs Included in This Plan

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

| State Programs | Projected Budget | Final Budget |
|--|---------------------|---------------|
| Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000 | \$61,650.00 | TBD |
| Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002 | \$204,465.11 | TBD |
| Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003 | \$25,000.00 | TBD |
| After School Education and Safety Program ... ASES #6010 | \$106,305.76 | TBD |
| TOTAL: | \$397,420.87 | \$0.00 |

| Federal Programs | Projected Budget | Final Budget |
|--|--------------------|---------------|
| Title I, Part A: Schoolwide Program ... Title I Resource #3010 | \$40,976.94 | TBD |
| Title I, Part A: Parent Engagement Activities ... Title I Resource #3010 | \$1,123.21 | TBD |
| 21st Century Community Learning Centers ... Title IV Resource #4124 | \$0.00 | TBD |
| TOTAL: | \$42,100.15 | \$0.00 |

PART A: ABOUT THE SCHOOL

School Description

Frick Impact Academy (FIA) is a growing 6-12 public school located in the heart of Oakland. Through the lens of Family, Innovation, and Action we ensure every student is thriving by supporting the whole child. Using individualized learning plans, which include both academic and social emotional goals, we support accelerating all levels of student growth. At FIA we believe that all Gladiators have what it takes to be successful in college and career and it is our personal responsibility to guarantee they have the tools to achieve their goals. We have 1-to-1 technology access for our students, and have innovative math programs for students in grades 6 and 7. These programs feature blended learning, and small group tutoring for students during the school day. At FIA we also offer students a number of opportunities to explore interests beyond the classroom including: sports, art, music, dance, and theatre. We believe all children have passions outside of the classroom and we must tap into these passions to help them flourish inside of the classroom. We see both parents and students as leaders and seek to engage their expertise as we prepare all students for success in life. As a community school we provide many free programs and services for families: individual and group counseling, medical care, dental care, and groceries. Our vision is that Frick Impact Academy Gladiators will act as agents of change by exploring an innovative, rigorous and responsive learning environment where they feel safe and confident to take risks, think critically, and graduate prepared to navigate college, career, and life with success.

School Mission and Vision

Frick Impact Academy Gladiators will act as agents of change by exploring an innovative, rigorous and responsive learning environment where they feel safe and confident to take risks, think critically, and navigate college, career, and life with success.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

Increase the number of students proficient or advanced by 10% as measured by the ELA SBAC.

SCHOOL TARGETS for Literacy:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|------------|----------------|-----------------|---------------|---------------|
| SRI | All Students | 21.58% | 26.58% | 31.58% |

Other Leading Indicators for Literacy:

F&P, Achieve 3000

NEEDS ASSESSMENT for Literacy:

| STRENGTHS | CHALLENGES |
|-----------|------------|
|-----------|------------|

-All staff have access to and use CCSS aligned curriculum and coaching. Students and staff are able to track goals using advisory curriculum and school wide literacy campaign. New comer students have access to high leverage instruction to improve their English language acquisition. Teacher-led full staff literacy campaign that has increased students of reading and comprehension using Accelerated Reader.

-Teachers struggle to differentiate for students. -Not all students have access to intervention outside of the 7th grade students.

ROOT CAUSE ANALYSIS

WHY1: Lack of instructional focus that aligns with SBAC and provides student with rigourous tasks WHY2 PD focus was focused on culture and climate WHY3: Student suspensions and out of class referrals : increased WHY4: Teachers lacked management strategies WHY5 50% of teachers are brand-new to teaching.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

Increase the number of students proficient or advanced by 10% over the 2015-16 baseline by June 2018 as measured by the Math SBAC.

SCHOOL TARGETS for Mathematics:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|------------|----------------|-----------------|---------------|---------------|
| SBAC Math | All Students | 3.31% | 8.31% | 13.31% |

Other Leading Indicators for Mathematics:

SMI, Blueprint, grade level benchmark assessments based on SBAC.

NEEDS ASSESSMENT for Mathematics:

| STRENGTHS | CHALLENGES |
|--|---|
| -All teachers have access to CCSS aligned curriculum. -7th grade students recieve 4:1 tutoring using Blueprint.-Math PLCs allow teachers to collaborate on teaching practices. | -Teachers struggle to differentiate for students. -Not all students have access to intervention outside of the 7th grade students. -Students arrive to middle school multiple grades below grade level. |

ROOT CAUSE ANALYSIS

WHY1: Lack of instructional focus that aligns with SBAC and provides student with rigourous tasks WHY2 PD focus was focused on culture and climate WHY3: Student suspensions and out of class referrals : increased WHY4: Teachers lacked management strategies WHY5 50% of teachers are brand-new to teaching.

CULTURE & CLIMATE PRIORITY: Culture & Climate

SCHOOL GOAL for Culture & Climate:

Decrease the number of chronically absent students by 5% over the 2015-16 baseline by June 2018.

SCHOOL TARGETS for Culture & Climate:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|-----------------|----------------|-----------------|---------------|---------------|
| Chronic Absence | All Students | 15.54% | 13.04% | 10.54% |

Other Leading Indicators for Culture & Climate:

Using the MTSS scale, and COST we can measure the supports given to students who are Tier III.

NEEDS ASSESSMENT for Culture & Climate:

| STRENGTHS | CHALLENGES |
|--|---|
| -We have implemented a school-wide culture plan that includes RJ, PBIS, and NNN. -Students practice Mindfulness in advisory and core classes daily. -Teachers complete home visits at the beginning of the year to establish relationships with students and family. -Incentives for students who have perfect attendance. | -Attendance team structures do not currently track students accordingly. -Independent study practices are not aligned to redeem days missing from school. |

ROOT CAUSE ANALYSIS

WHY 1: Teachers have differing expectations for "referable behavior." WHY 2: Staff agreements have not been supported in PD or C&C development around behaviors WHY 3: Time for this work and teacher availability have not allowed for this process. WHY 4: Lack of planning.

FAMILY & STUDENT ENGAGEMENT PRIORITY: EL Reclassification**SCHOOL GOAL for EL Reclassification:**

Increase the number LTELS reclassified by 10% over the 2015-16 baseline by June 2018.

SCHOOL TARGETS for EL Reclassification:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|---------------------|----------------------------|-----------------|---------------|---------------|
| EL Reclassification | Long-Term English Learners | 15.00% | 20.00% | 25.00% |

Other Leading Indicators for EL Reclassification:

SRI, Grade in English, Achieve 3000, progress on ELD and district HWT.

NEEDS ASSESSMENT for EL Reclassification:

| STRENGTHS | CHALLENGES |
|--|---|
| Monitoring student data using snapshot, parent meetings using student data and goal setting protocols. | School does not have room in the master schedule to allow for ELD classes. Most families are unaware that their child is an LTEL thus furthering the learning gaps. |

| ROOT CAUSE ANALYSIS |
|--|
| WHY 1: Training and practice, as well as consistent data check-ins for trouble shooting/systems refinement WHY 2: Insufficient time and varying levels of proficiency in implementation and execution WHY 3: Adult mindsets around best practices and student ability vary WHY 4: Inconsistency returning to and reflecting on mindset growth/lack thereof |

| |
|---|
| ADDITIONAL PRIORITY: High School Readiness |
|---|

SCHOOL GOAL for High School Readiness:

| |
|---|
| We will increase the number of 8th grade student who are high school ready by 10% over the 2015-16 baseline by June 2018. |
|---|

SCHOOL TARGETS for High School Readiness:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|-----------------------|----------------|-----------------|---------------|---------------|
| High School Readiness | All Students | 62.86% | 67.86% | 72.86% |

Other Leading Indicators for High School Readiness:

Suspensions, attendance, GPA, and student-led surveys.

NEEDS ASSESSMENT for High School Readiness:

| STRENGTHS | CHALLENGES |
|---|---|
| Counselor currently tracks students who have below a 2.0. -Studyhall and parent meetings to support student success. SSTs for students below a 2.0. | -Attendance practices are not aligned to HS readiness. -Grading practice differ between grade-level and content area. |

| ROOT CAUSE ANALYSIS |
|--|
| WHY 1: Teachers have differing expectations for "referable behavior." WHY 2: Staff agreements have not been supported in PD or C&C development around behaviors WHY 3: Time for this work and teacher availability have not allowed for this process. WHY 4: Lack of planning. |

PART C: THEORY OF ACTION

| | |
|---|---|
| SCHOOL THEORY OF ACTION for Literacy: | If we focus on the instructional core (the relationship between students, teacher, content & task) and hold students to high expectations, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks |
| SCHOOL THEORY OF ACTION for Mathematics: | If we focus on the instructional core (the relationship between students, teacher, content & task) and hold students to high expectations, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks |
| SCHOOL THEORY OF ACTION for Culture & Climate: | If we are clear on the standards we are teaching and how to get students to mastery, have protected time to plan culturally responsive, rigorous lessons based on student needs & adjust instruction based on data, Students, families, and teachers will feel efficacious and students' academic and social/emotional needs will be met. If we create a culturally responsive system of discipline and hold students to high expectations around behavior and relationships with peers, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks. |
| SCHOOL THEORY OF ACTION for EL Reclassification: | If we focus on the instructional core (the relationship between students, teacher, content & task) and hold students to high expectations, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks |
| SCHOOL THEORY OF ACTION for High School Readiness: | We create an Individualized Learning Plan for every student which includes social/emotional and academic goals, train students & teachers to monitor these goals, Students, families, and teachers will feel efficacious and students' academic and social/emotional needs will be met and students will be prepared to navigate HS. |

PART D: 17-18 STRATEGIES & KEY PRACTICES

| | |
|---------------------------------|----------|
| Improvement Strategy #1: | Literacy |
|---------------------------------|----------|

| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices <i>People Teams Time Resources</i> |
|-----|---|--|---|
| 1-1 | -Teachers will have a normed understanding of Rigor | Observation & Feedback: -Leaders will observe and provide feedback to teachers weekly on key lever, | Professional Development (Rigor & Relevance): -for teachers to develop normed understanding of Rigor |

| | | | |
|-----|--|---|--|
| 1-2 | Teachers accurately diagnose each student's knowledge and skill level | -Leaders will monitor teacher instructional goals providing feedback on goals each marking period | -Calibration around student writing using argumentation rubric, setting school-wide writing goals focused on a specific aspect of the rubric -F&P administration and tracking and analyzing student needs for reading (6th grade only as students transition to middle school) |
| 1-3 | -Teachers structure engaging lessons around the learning tasks and give clear, concise task directions | -Leaders will monitor teacher instructional goals providing feedback on goals each marking period | Teachers will engage in Standards based backwards mapping/planning & teaching (CCSS) -Teachers participate in PLCs and use student data to inform and adjust instructional practice -Teachers set personal professional goals to improve instructional practices and reflect on them every marking period. |

| | |
|---------------------------------|-------------|
| Improvement Strategy #2: | Mathematics |
|---------------------------------|-------------|

| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices <i>People Teams Time Resources</i> |
|-----|--|---|--|
| 2-1 | -Teachers will have a normed understanding of Rigor | Observation & Feedback: -Leaders will observe and provide feedback to teachers weekly on key lever, | Professional Development (Rigor & Relevance): -for teachers to develop normed understanding of Rigor |
| 2-2 | Teachers accurately diagnose each student's knowledge and skill level to help meet the needs of all students, including low-performing students, students in resource and with students with disabilities. | -Leaders will monitor teacher instructional goals providing feedback on goals each marking period | Teachers will engage in Standards based backwards mapping/planning & teaching (CCSS) -Teachers participate in PLCs and use student data to inform and adjust instructional practice -Teachers set personal professional goals to improve instructional practices and reflect on them every marking period. |

| | | | |
|-----|--|---|--|
| 2-3 | -Teachers structure engaging lessons around the learning tasks and give clear, concise task directions | -Leaders will monitor teacher instructional goals providing feedback on goals each marking period | Teachers will engage in Standards based backwards mapping/planning & teaching (CCSS) -Teachers participate in PLCs and use student data to inform and adjust instructional practice -Teachers set personal professional goals to improve instructional practices and reflect on them every marking period. |
|-----|--|---|--|

| | |
|---------------------------------|---------------------------------|
| Improvement Strategy #3: | Conditions for Student Learning |
|---------------------------------|---------------------------------|

| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices <i>People Teams Time Resources</i> |
|-----|---|--|--|
| 3-1 | -Teachers create safe classrooms by modeling and creating opportunities for students to use Restorative Justice practices, NNN, and teach students desired behaviors (PBIS) | -Monthly culture walks, assessing physical space (cleanliness, updated student work posted, teacher bulletin boards) | -NNN, RJ, PBIS in order to norm staff around appropriate and acceptable student behaviors |
| 3-2 | -Teachers foster caring relationships with students and know who they are to support all students, but especially students in transition, such as foster or homeless youth | -Student and family survey around school cleanliness, safety, and pride in building - Student survey 3x asking students specific questions measuring “feeling” of safety and relationships with adults on campus | -Attendance goals and reward systems for students and families |
| 3-3 | -Participate and lead students in Mix-It-Up days, school celebrations | | -Student and family survey around school cleanliness, safety, and pride in building - Student survey 3x asking students specific questions measuring “feeling” of safety and relationships with adults on campus |
| 3-4 | -Teachers take daily attendance and monitor students in advisory who are absent more than 2 days. | Set expectations for school wide systems and provide support for meeting standards | Create attendance team to monitor and track student attendance. Support with COST |

| | |
|---------------------------------|----------------------------------|
| Improvement Strategy #4: | Family& Student Engagement-LTELS |
|---------------------------------|----------------------------------|

| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices <i>People Teams Time Resources</i> |
|-----|---|---|--|
| 4-1 | Most qualified teachers support LTELS twice/week targeting language instruction - | -Provide extended contract for teachers who teach LTELS | -Provide additional PD around language development |

| | | | |
|-----|--|--|--|
| 4-2 | New comer teachers: -give assessments to assess student learning & needs: Diagnostics, formative, benchmark, summative -accurately diagnose each student's knowledge and skill level - | -Intentionally educate whole school around NCs | Teachers will engage in Standards based backwards mapping/planning & teaching language standards |
| 4-3 | prescribe learning tasks appropriate to a student's levels -structure engaging lessons around the learning tasks and give clear, concise task directions | -Curriculum (Lexia, National Geographic) | -Teachers participate in PLCs and use student data to inform and adjust instructional practice |
| 4-4 | -have substantive teacher-student interaction during the lesson, such as: modeling, guiding students as they practice, asking probing questions, giving corrective feedback | Provide feedback to teachers weekly | -Teachers set personal professional goals to improve instructional practices and reflect on them every marking period. |

| | |
|---------------------------------|---------------------------------|
| Improvement Strategy #5: | Arts/Music/World Language/Other |
|---------------------------------|---------------------------------|

| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices <i>People Teams Time Resources</i> |
|-----|--|--|--|
| 5-1 | -Teachers create standing meeting time (during advisory) with each advisee to discuss social/emotional goal and academic goal (ILP), including differentiation for GATE students and targeted support for African-American males | -Leaders provide platform to track and monitor ILPs | Professional Development (Advisory): - What it means to be a family liaison? Advisor? -Home Visits - High leverage parent communication -Monitoring and implementing independent reading - Monitor ILPs and goal setting |
| 5-2 | Teachers collaborate with after school teaches to discuss needs of student support during extended day | -Leaders provide PD time to collaborate with after school teachers to support student learning | Student support team includes members from school-day staff and after school staff that meet weekly. |
| 5-3 | -Teachers growth-mindset practices and use language to support Work Hard Get Smart theory | -Leaders model growth-mindset practices with teachers during observation and feedback | Support teachers to use language that promotes growth and perserverance. |

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

203

School:

Frick Impact Academy

| BUDGET AMOUNT | BUDGET RESOURCE | SPECIFIC BUDGET ACTION | ASSOCIATED STRATEGY | ASSOCIATED LCAP ACTION AREA | OBJECT CODE | POSITION TITLE | UPC | FTE | BUDGET ACTION NUMBER |
|---------------|--|---|--|--|-------------|----------------------------------|------------|------|----------------------|
| \$106,305.76 | After School Education & Safety (ASES) | Extended Day contract with East Bay Asian Youth Center (EBAYC) for after school programming. | Teachers collaborate with after school teaches to discuss needs of student support during extended day | A1.6: After School Programs | 5825 | | | | 203-1 |
| \$20,000.00 | Call for Quality Schools | Extended contracts for teachers | -Provide extended contract for teachers who teach LTELS | A2.9: Targeted School Improvement Support | 1120 | | | | 203-2 |
| \$25,825.77 | Call for Quality Schools | Conference expenses | Professional Development (Rigor & Relevance): -for teachers to develop normed understanding of Rigor | A2.9: Targeted School Improvement Support | 5220 | | | | 203-3 |
| \$62,500.00 | Call for Quality Schools | Community School Manager | Family& Student Engagement-LTELS | A2.9: Targeted School Improvement Support | | | | | 203-4 |
| \$31,226.83 | Call for Quality Schools | Bilingual community assistant | Family& Student Engagement-LTELS | A2.9: Targeted School Improvement Support | | COMMUNITY ASSISTANT BILINGUAL | COMABI0030 | 1.00 | 203-5 |
| \$35,100.63 | General Purpose Discretionary | Operational supplies | Related Key Leadership Practices | A2.1: Implementation of CCSS & NGSS | 4310 | | | | 203-6 |
| \$10,000.00 | General Purpose Discretionary | Copy machine contract for school year | -Teachers participate in PLCs and use student data to inform and adjust instructional practice | A2.1: Implementation of CCSS & NGSS | 5610 | | | | 203-7 |
| \$8,000.00 | General Purpose Discretionary | Licensing agreements | | A2.1: Implementation of CCSS & NGSS | 5846 | | | | 203-8 |
| \$8,549.37 | General Purpose Discretionary | Attendance clerk to support with decrease in chronic absenteeism | -Attendance goals and reward systems for students and families | A2.9: Targeted School Improvement Support | | SPECIALIST, ATTENDANCE BILINGUAL | SPATBL0016 | 0.20 | 203-9 |
| \$25,000.00 | LCFF Concentration | Restorative Justice Facilitator | -Teachers create safe classrooms by modeling and creating opportunities for students to use RJ practices, NNN, and teach students desired behaviors (PBIS) | A2.2: Social Emotional Learning | 5736 | | | | 203-10 |
| \$3,000.00 | LCFF Supplemental | Stipends to support instructional planning in support of ELLs | Professional Development (Rigor & Relevance): -for teachers to develop normed understanding of Rigor | A2.5: Teacher Professional Development for CCSS & NGSS | 1120 | | | | 203-11 |
| \$56,537.11 | LCFF Supplemental | Surplus to be used for supplementary and intervention instructional materials for mathematics and/or science learning | Support teachers to use language that promotes growth and perseverance. | A2.2: Social Emotional Learning | 4399 | | | | 203-12 |
| \$8,000.00 | LCFF Supplemental | STEM field trips to support academic acceleration | Conditions for Student Learning | A5.1: School Culture & Climate (Safe & Supportive Schools) | 5826 | | | | 203-13 |
| \$6,713.40 | LCFF Supplemental | STEM field trips to support academic acceleration | Conditions for Student Learning | A5.1: School Culture & Climate (Safe & Supportive Schools) | 5829 | | | | 203-14 |

| | | | | | | | | | |
|-------------|---------------------------------|--|--|---|------|--------------------------------|------------|------|--------|
| \$37,748.49 | LCFF Supplemental | STIP sub providing coaching for new teachers. | Teachers will engage in Standards based backwards mapping/planning & teaching (CCSS) -Teachers participate in PLCs and use student data to inform and adjust instructional practice -Teachers set personal professional goals to improve instructional practices and reflect on them every marking period. | A2.5: Teacher Professional Development for CCSS & NGSS | | TEACHER STIP | TCSTIP0677 | 1.00 | 203-15 |
| \$31,347.11 | LCFF Supplemental | Library Staffing (Library/Media Teacher and/or Library Tech position) | Conditions for Student Learning | A3.3: Family Engagement focused on Literacy Development | | LIBRARIAN | LIBRAR0001 | 0.50 | 203-16 |
| \$17,810.00 | Measure G: TGDS | Surplus for CCTL salary | Observation & Feedback: - Leaders will observe and provide feedback to teachers weekly on key lever, | A2.5: Teacher Professional Development for CCSS & NGSS | 4399 | | | | 203-17 |
| \$18,763.80 | Measure G1 | Curriculum for new elective Spanish class. | -Curriculum (Lexia, National Geographic) | A4.2: Dual Language Programs | 4200 | | | | 203-18 |
| \$89,315.23 | Measure G1 | Spanish Teacher | Arts/Music/World Language/Other | A4.2: Dual Language Programs | | TEACHER STRUCTURED ENG IMMERSN | K12TCH9999 | 1.00 | 203-19 |
| \$16,594.94 | Supplemental Program Investment | Order new books for school library to ensure that all students, including low-income students, have access to books. | Teachers will engage in Standards based backwards mapping/planning & teaching language standards | A2.5: Teacher Professional Development for CCSS & NGSS | 4200 | | | | 203-20 |
| \$8,605.06 | Supplemental Program Investment | Academic counselor, HS readiness, College and Career planning | Set expectations for school wide systems and provide support for meeting standards | A6.5: Academic Parent-Teacher Communication & Workshops | 5732 | | | | 203-21 |
| \$40,976.94 | Title I Basic | Academic counselor, HS readiness, College and Career planning | Set expectations for school wide systems and provide support for meeting standards | A6.5: Academic Parent-Teacher Communication & Workshops | 5732 | | | 0.30 | 203-22 |
| \$1,120.00 | Title I Parent Participation | Stipend for family liasion for parent education events. | Family& Student Engagement- LTELS | A3.3: Family Engagement focused on Literacy Development | 2220 | | | | 203-23 |
| \$3.21 | Title I Parent Participation | Surplus to be allocated in Fall 2017. | n/a | n/a | 4399 | | | | 203-24 |

Frick Impact Academy _____ **Secondary School Compact**

School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.


Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 7th day of September 2016.



School Site Council Membership Roster – Middle School

School Name: Frick Impact Academy

School Year: 2016-17

| | |
|---|--|
| Chairperson: Tyrae Bell | Vice Chairperson: Johnnell Antonio |
| Email: tyrae.bell@ousd.org Phone: 510-2 | Email: Phone: |
| Secretary: Christina Anderson | LCAP Parent Advisory Nominee: Octavia Spencer |
| Email: christina.anderson@ Phone: 510- | Email: Phone: 510- |
| LCAP EL Parent Advisory Nominee: Rosie Ramos | LCAP Student Nominee: Trinity Woodard |
| Email: Phone: 510-2 | Email: Phone: 510' |

Place "X" in Appropriate Members Column

| Members' Names | Members' Phone and E-mail (If not included above) | Principal | Classroom Teacher | Other Staff | Parent/ Comm. | Student |
|--------------------|--|-----------|----------------------|----------------|------------------|---------|
| Ruby De Tie | 510-729-7736/ruby.detie@o | X | | | | |
| Tyrae Bell | | | X | | | |
| Christina Anderson | | | X | | | |
| Kyle Lloyd | kyle.lloyd@ousd.org | | X | | | |
| Johnnell Antonio | | | | X | | |
| Rosie Ramos | | | | | X | |
| Octavia Spencer | | | | | X | |
| Mada Woodard | | | | | X | |
| Maisha Smith | | | | | X | |
| Bridget Stevenson | | | | | X | |
| | | | | | | |

| | |
|--------------------------------------|--------------------------|
| Meeting Schedule (day/month/time) | Second Tuesdays 6-7:30pm |
|--------------------------------------|--------------------------|

SSC Legal Requirements: (Ed.Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. **Students are not required to be members of the Middle School SSC**
5. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community
Or
3-Parent /Community and
3-Students

Revised 8/22/2016

FRICK IMPACT ACADEMY

Title I School Parental Involvement Policy 2016-17

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Frick Impact Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 3. The parents' right to participate in the development of the District's Title 1

Frick Impact Academy's Family Recourse Center will be in charge of making sure the Title I meeting happens on September 7, 2016. The Family Engagement Director and support staff is responsible for:

- The meeting will happen in the School's Multi-Purpose Room

- Conducting the meeting and sharing the Title 1 details with parents
- Offer a flexible number of meetings for parents.

This meeting will take place on September 7, 2016
@6:00pm and 7:00pm to accommodate both employed and unemployed parents.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

- Contacting each parent by phone to extend a personal invitation to the meeting
 - Executing a robo call to every parent in the school
 - Compose and distribute letters to the students to give to their parents informing them about the meeting
-

- Provides parents of Title I students with timely information about Title I programs

- **FIA will provide families with an annual family engagement calendar with monthly family engagement events.**

- *Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet

- Principal and content area coaches will review curriculum, assessments, and proficiency levels with parent and community during the Title 1 annual meeting. The Family Resource Center will support Principal with SRI awards for students who have shown academic improvement based on growth.

- *Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in

decisions relating to the education of their children

- During the Title 1 meeting, invitation/information will be provided to parents with opportunities to participate in SSC, PTA, and Family Resource Center (FRC) Parent Leadership Team.

School-Parent Compact

Frick Impact Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

Building Parent Capacity for Involvement

Frick Impact Academy engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding 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's and Oakland Unified School District's academic assessments, including alternate assessments
4. Academic proficiency levels students are expected to achieve
5. How to monitor their child's progress

The Family Resource Center will educate families on a monthly with use of online grading software and reading instruction intervention software (such as Achieve3000 and Jupiter Grades)

➤ Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

- *Monthly Jupiter Grade training for parents*
- *Bi-Monthly Literacy training for parents*
- *Quarterly High School/College readiness trainings for parents*

➤ Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

- FRC holds quarterly workshops for Teacher on Home Visits and builds capacity of staff with regards to knowing the FIA *context* and *Cultural Competence*.
- FRC holds Parent Trainings on how parents can engage teachers in *Parent Teacher Conferences* and what academic markers: SRI, Benchmark Assessments, Goal Setting are to drive the conversation.

➤ •Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

Title I program parental involvement activities are integrated with the overall school vision of parent involvement which is the development of *Social Capital* for all parents and creating a *welcoming* environment that is *inclusive* of all parents.

➤ •Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

The Annual Family Engagement and Title 1 meeting Calendar will be distributed to parents in August and information will also be communicated via electronic Robo call in English and Spanish. All Languages to parents will be in both languages at all times. FRC staff a bilingual and support parents in all information relating to School activities and meetings.

- • Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
 - **The FIA staff is composed of individuals who speak many languages including English, Spanish, and Arabic. RIA will utilize electronic translation devices and translators to accommodate languages not mentioned. The FRC and Main Office are fully bilingual (English and Spanish) and translate all documents in both languages. The grounds on campus can accommodate students and families with disabilities (such as elevators, wheelchair ramps).**

Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Frick Impact Academy School Site Council on 10/11/16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of

participating Title 1, Part A, children. It will be made available to the local community. The Frick Impact Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Ruby Lee De Tie

Ruby L De Tie (Principal)

9/1/16

(Date)