

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1292
Introduction Date: 6/27/18
Enactment No.: 18-1099
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for Frick Impact Academy.



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

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Frick Impact Academy
CDS Code: 1612596057020
Principal: Ruby De Tie
Date of this revision: 5/14/2018

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: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 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:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the 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).
5. 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: 5/18/18

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:

		<u>5/18/18</u>
Ruby De Tje, School Principal	Signature	Date
		<u>05/18/18</u>
Print name of SSC Chairperson	Signature	Date
		<u>5/18/18</u>
Mark Triplett, Network Superintendent	Signature	Date
		<u>6/5/18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/29/18 3/5/18	SSC / SELLS Combined	Review of current year's big rocks and following year based on current student trends related to success rates. Budget items funded by Title I reviewed.
11/17/17 12/15/17 1/19/18	Parent Coffee Participants	Conversation with parents in grades 6-8, from our New Comers program and our SpEd program regarding focuses on student learning for the coming year based on current student success levels.
1/7/18 1/22/18 2/6/18 2/15/18 3/5/18	ILT	Review of data and budget during ILT work sessions to align resources to our highest needs areas based on data.
2/12/18 3/5/18	Faculty	Review of site data, and proposed Big Rocks in SPSA with opportunity for feedback.

2018-2019 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	\$52,200.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$145,432.75	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$116,085.88	TBD
TOTAL:	\$338,718.63	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$51,978.16	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,278.36	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$53,256.52	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Frick Impact Academy

School ID: 203

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

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.

MISSION:

FAMILY: FIA addresses the social and emotional needs of students by using the "it takes a village" concept. We partner with families and see them as leaders to ensure that each student achieves success. Through our small learning communities (advisory structure) families and teachers are mentors and advocates for students.

INNOVATE: FIA families and staff are dedicated to ensuring our students are able to succeed anywhere so we design learning experiences for students that challenge their thinking. Through cross-curricular collaborative experiences students will challenge and reimagine current systems that will impact generations to come.

ACTION: FIA students, families and staff are committed to annihilating the stereotypes that have historically plagued the youth of Oakland through advocacy, accessing power by exercising voice, self efficacy, and learning techniques necessary for making meaningful and lasting change.

Family & Student Engagement

FIA aims to create spaces and forums for students and parents to have the most up-to-date information on school matters, to have a space to engage in leadership activities, and to provide feedback to site. It allows them to develop and use their voice as site leaders in the FIA community.

Student Engagement:

- Conflict Youth Leaders: CYLs are trained in restorative practices from the implementation standpoint. They are able to hold circles for students and lead trainings for youth and adults on best practices in conflict mediation.
- Leadership: Student leadership allows students to engage in school wide activity planning and larger civic projects.
- Student-Lead Conferences: SLCs provide students with an opportunity to improve in their public speaking skills, use of media to deliver information, and speak to their successes, areas of growth, and future academic and SEL goals.

Parents:

• Events:

- Back to School Night
- Title 1 Parent Meeting
- Thankful for our Families
- Night at the Museum
- Winter Student Showcase
- Spring Student Showcase

• SSC: Monthly SSC meetings to review and approve Title I budget and spending.

- Coffee and Conversations: Monthly parent engagement conversation with administrative staff, support staff and parents. Functions as a space for site to give brief overall updates to families, but more so to allow parents a forum to communicate concerns, ideas, and feedback to staff.
- Student-Lead Conferences: Parents are able to spend 1:1 time with student and teachers in a focus presentation and discussion of their students academic progress, areas of growth, and future academic and SEL goals.

• Parent Walk Throughs: Fall and Spring parent academic walk throughs to greater inform them of classroom goals connected to the academic standards. Opportunity for families to provide feedback if site is presenting information in the best way possible for students. Opportunity for families to offer suggestions for improvement in lesson delivery and general classroom procedures.

• Parent Trainings:

- English classes
- College and career readiness
- Alcohol and other drugs trainings
- High School Readiness and A-G requirements
- Literacy

• Home Visits: Home visits help to create a relationship with the student, family and school site staff of equals and allows trust to be built. Families are able to share their hopes and dreams for students in a neutral space or a space that is theirs. This increases trust between both the site and families and creates strong relationships.

• Global Communications:

- TalkingPoints (Weekly from site, and more frequently from staff)
- School Messenger (Weekly or better from site)
- HERO (Daily updated with parent access portal)
- Jupiter (Daily updated with parent access portal)

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>-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.</p>	<p>-Teachers struggle to differentiate for students. -Not all students have access to intervention outside of the 7th grade students.</p>	<p>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.</p>
<p>STANDARDS-BASED INSTRUCTION <i>(including core content beyond language & literacy)</i></p>	<p>-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.</p>	<p>-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.</p>	<p>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.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(Culture & Climate, including Measure G1)</i></p>	<p>-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 begining of the year to establish relationships with students and family. - Incentives for students who have perfect attendace.</p>	<p>-Attendance team structures do not currently track students accordingly. -Independent study practices are not aligned to redeem days missing from school.</p>	<p>WHY 1: Teachers have differing expectations for "referable behavior." WHY 2: Staff aggreements 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.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS Needs Assessment)</i></p>	<p>ELLs who are NCs are educated in cohorts that create a strong sense of community and safety. ELLs who are NCs are supported with language acquisition with one of our most veteran teachers. ELLs have access to learning opportunities in the arts. NC teachers engage in home visits increasing strength of relationships between home and school. ELLs parents have access to free language classes allowing parents to better advocate for their student. ELLs who are NC have access to social worker who supports them processing past trauma.</p>	<p>ELLs who are NC have challenges when it comes to integration with non ELLs student body. ELLs can be especially challenged when transitioning from the NC program to our non-NC program.</p>	<p>WHY: Strong focus on langauge acquisition within program needs more opportunities for meaningful integration. WHY: Transition plans for students moving from NC to non-NC program need to be in place. WHY: Professional development are proper SEL and academic strategies for ELLs need to be in place.</p>

<p>ARTS, MUSIC & WORLD LANGUAGES</p> <p><i>(Measure G1)</i></p>	<p>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.</p>	<p>-Attendance practices are not aligned to HS readiness. -Grading practice differ between grade-level and content area.</p>	<p>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.</p>
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Frick Impact Academy

School ID: 203

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	Increase the number of students proficient or advanced by 10% as measured by the ELA SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	21.00%	31%	31%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SIPPS, F&P, Exit tickets, GPA, & Unit Assessments				
Theory of Action for Language & Literacy Priority:	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				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
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		Improvement in instruction as measured by teachers' growth and development and ability to meet individual goals.	
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)		Students reading and literacy growth as measured by the SRI , HWT and unit task. Walkthrough tools that measure student ability to identify the purpose of task and personal growth.	

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.	Observation and feedback tracker that shows teacher growth and development. Student work protocol-teachers consistently providing feedback to student work using protocols- Increased time on task in classrooms and walkthrough tools.
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STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	Increase the number of students proficient or advanced by 10% over the 2017-18 baseline by June 2019 as measured by the Math SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SBAC Math All Students -169.8 -159.8 -149.8 SMI, Blueprint Assessments, unit assessments in core math class.				
Theory of Action for Standards-Based Instruction Priority:	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				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
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		Improvement in instruction as measured by teachers' growth and development and ability to meet individual goals.	

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.	Students individual progress in Blueprint math as well as in their math class. Walkthrough tools that measure student ability to identify the purpose of task and personal growth.
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.	Observation and feedback tracker that shows teacher growth and development. Student work protocol-teachers consistently providing feedback to student work using protocols- Increased time on task in classrooms and walkthrough tools.

CONDITIONS FOR STUDENT & ADULT LEARNING (including Measure G1)	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Culture & Climate	Decrease the number of chronically absent students by 5% over the 2015-16 baseline by June 2018.			
Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:	
Chronic Absence	Low-Income Students	12.68%	12.63%	12.58%	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Chronic Absence rate, CHKS survey, feedback from Principal Coffees.				
Theory of Action for Conditions for Student & Adult Learning Priority:	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.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
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	Full use and integration of mindfulness practices and spaces in the classroom by student and teacher. Full use and integration of RJ practices in the classroom as a community practice. Full use and integration RJ practices to mediate conflicts between school community members. Common behavior hierarchy that students can expect to see used by all staff on site. Behavior expectations messages clearly in both written and verbal form.
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	1:1 student to teacher check ins during advisory times. Leadership students supporting recycling program. Use of COST forms to support students in transitional living situations. Regular student awards for attendance. Weekly attendance team meetings with a focus on proactive actions related to attendance.
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	Marking period celebrations that recognize academic achievement, academic growth, and growth in attendance. School dances after school where students are able to attend based on strong academic performance. Spirit week activities that support a positive school culture.

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	Goal and expectation setting at back to school PDs. Weekly report on our current CA rate in weekly school leadership newsletter. Calendar reminders set for attendance clerk to check for missing attendance in the first 10-15 minutes of each period daily. Calendar reminder set for attendance clerk to send principal list of missing students daily @ noon. List of teacher missing attendance sent out over Slack communication system. Verbal reminders at the end of the period and day for any teachers who have missed turning in a period of attendance. Spot awards for teachers who have successfully turned in attendance on time.
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	EL Reclassification	All ELLs students and parents will have an understanding of the requirements for reclassification; and how it impacts their ability to meet all A-G requirements for high school.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	9.5%	12.5%	15.5%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI, Student Grades, ELPAC				
Theory of Action for English Language Learners Priority:	We will use school-wide EL strategies to support all students. LTELS will be closely monitored and given additional supports in classroom and during intervention to accelerate language development.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
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		Monitor student language growth through assessments and student work.	
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		Newcomer walkthroughs that measure student discourse and promote grade-level 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	Newcomer walkthroughs that measure student discourse and promote grade-level standards.
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.	Teaher observation tracker, monitor teacher growth through teachboost through individual professional and practice goals.

ARTS, MUSIC & WORLD LANGUAGES <i>(Measure G1)</i>	Priority ("Big Rock"):	100% of students understand HS readiness indicators and have a personal goal to become/maintain HS readiness-as measured by student survey, individualized learning plan and Staff language used with students.			
	High School Readiness	We will increase the number of 8th grade student who are high school ready by 10%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	High School Readiness	All Students	44.0%	54.0%	64.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	ADA, suspensions, COST referral rates, 6/7/8 number of students who are meetin gHS readiness indicators.				
Theory of Action for Arts, Music & World Languages Priority:	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.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
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	Increased parent participation in school activities. Walkthrough that measures student ability to discuss their personal goals and plan to achieve their goals.
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.	Increased homework return rate. Weekly meeting agenda and notes between after school liason and school day staff.
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.	Provide a survey to teachers and staff 3xs per year. Walkthrough tool that measures teacher languaged used with students. Movement of student responses to challenges of "I don't understand" to "What am I missing?" Movement of studnet responses to challenges from "I give up" to "I'll use some of the strategies I have learned." Movement of students responses to challenges from "I made a mistake" to "Mistakes help me learn."

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 203

School: Frick Impact Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$116,085.88	After School Education & Safety (ASES)	Consultants: EBAYC	High School Readiness	A1.6 After School Programs	5825				203-1
\$25,000.20	General Purpose Discretionary	Supplies	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	4310				203-2
\$6,070.00	General Purpose Discretionary	Uniforms	Culture & Climate	A2.2 Social Emotional Learning	4380				203-3
\$11,129.80	General Purpose Discretionary	Surplus	n/a	n/a	4399				203-4
\$10,000.00	General Purpose Discretionary	Copy machine maintenance	Literacy	A2.9 Targeted School Improvement Support	5610				203-5
\$17.70	LCFF Concentration	Surplus	n/a	n/a	4399				203-6
\$24,982.30	LCFF Concentration	Additional elective teacher	Culture & Climate	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2518	0.38	203-7
\$23,530.50	LCFF Supplemental	Surplus	n/a	n/a	4399				203-8
\$62,500.00	LCFF Supplemental	Community School Manager	High School Readiness	A2.9 Targeted School Improvement Support	5730				203-9
\$2,629.72	LCFF Supplemental	Newcomer Math/Science Teacher	High School Readiness	A4.3 Newcomer Programs	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2518	0.04	203-10
\$14,853.01	LCFF Supplemental	Additional elective teacher	Culture & Climate	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2643	0.25	203-11
\$41,919.52	LCFF Supplemental	Librarian	Literacy	A3.2 Reading Intervention	1205	LIBRARIAN	LIBRAR0008	0.50	203-12

\$46,014.22	Measure G1	Consultants: Trauma Informed creaditive writing class	Culture & Climate	A2.2 Social Emotional Learning	5825				203-13
\$46,014.22	Measure G1	Consultants: EBAYC	High School Readiness	A1.6 After School Programs	5825				203-14
\$528.75	Title I: Basic	Surplus	n/a	n/a	4399				203-15
\$51,449.41	Title I: Basic	Counselor	High School Readiness	A5.1 School Culture & Climate (Safe & Supportive Schools)	5732				203-16
\$1,238.37	Title I: Parent Participation	ET/OT - Stipend: Parent Stipends for reading	Literacy	A3.2 Reading Intervention	2220				203-17
\$39.99	Title I: Parent Participation	Surplus	n/a	n/a	4399				203-18

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:

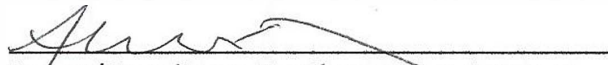
- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- 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.

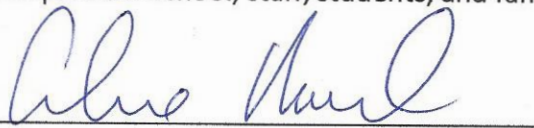


Parent/Guardian or Family member signature

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 6 day of November, 2017.



2017-2018
School Site Council Membership Roster – Middle School

School Name: _____

Chairperson :
Vice Chairperson:
Secretary:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student

Meeting Schedule (day/month/time)	
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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 required to be members of the High School SSC**
5. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
AND
6-Parent/Community
Or
3-Parent /Community
3-Students