



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Frick Impact Academy

2016-17 Measure G1 Commission Presentation



Presented by Ruby De Tie

Presented to Measure G! Commission

June 5, 2017

www.ousd.org



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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 graduate prepared to 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.

INNOVATION: 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.

School Data

Chronic Absenteeism 12.3%

- Increase School Attendance through building school site teams to analyze data, develop innovative systems, and focus on building relationships to address chronic absence and truancy. OUSD Attendance Goals: Chronic Absence Rate 5% or less, 85% students attending school 95% of school days, ADA 98%

Suspensions for use of violence: 45

- Strengthening COST and MTSS systems to support students, families and teachers through coaching with Behavioral Health teams to meet highest need students and families.
- **Number of COST Referrals Addressed by JAN 2017: 106**
- **Primary Service Referral: Individual Counseling**



Overarching Vision for G1 Funds

- **Individual/Group Therapy**
- In order to increase student achievement, we must address students most basic needs.
 - Maslow’s hierarchy of needs tells us that both safety and social belonging are essential to students being able to learn when they arrive to our campus. Students with post-traumatic stress disorder often exhibit causing them to flight, flight, or freeze and ultimately not being able to grasp concepts in the classrooms. We see behaviors such as physical violence manifest itself when students have unresolved trauma.
- **Trauma informed art/creative writing class**
 - 100% of suspensions for the 16-17 school year involved a violent acts-the TOA is that by addressing their trauma, will minimize students acts of violence.
 - In our vision we state “rigorous and responsive learning environment where they feel safe and confident to take risks...” by proving an alternative elective we are offering an oppor.

Grounded: School Wide Root-Cause Analysis

Root Cause:

WHY 1: Teachers and school staff are not prepared or trained on how to deal with students exhibiting tier 3 behaviors and high levels of trauma. WHY 2: We currently do not have enough mental health staff to support the amount of individual counseling referrals. WHY 3 we do not have enough options for tiered levels of support for students who have experienced high amounts of trauma.

2017-18 Success Indicators:

- Increase individual therapy services by 15%
- Decrease chronic absence by moving from 11.8 to 6.8%
- Decrease suspensions from 9.3% to 5%
- Decrease the number of students who exhibit tier 2/3 behaviors by 20% as measured through suspension and referral data.
- Increase School Attendance through building school site teams to analyze data, develop innovative systems, and focus on building relationships to address chronic absence and truancy.



2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
24,000	Mental Health Interns	1. Given that that top referral reason was for individual counseling both last year and through semester one of this current year avenues to increase our site's ability to service the needs of service request for individual counseling was needed. This was addressed in multiple ways: 1. Use of a COST discussion protocol that specifically addressed how Tier 1 & 2 supports were being implemented. 2. Formulation of groups that supported common causes for referrals: grief and trauma. 3. Use of interns to increase site's ability to provide services to individual students.
26, 040	Trauma informed art/creative writing class	

EVERY STUDENT THRIVES!



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Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org



School:	Frick Impact Academy	Principal	Ruby L. De Tie
School Address	2845 64th Ave Oakland CA 94605	Principal Email:	ruby.detie@ousd.org
School Phone	510-729-7736	Principal Phone:	510-729-7736
2017-18 Enrollment (6-8)	263	Anticipated Grant Amount*	50,040

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
155	108	100%	5.32%	12.93%	19.01%	99.24%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
45.45%	0.00%	0.76%	48.48%	1.52%	0.76%	0.00%	1.14%

Measure G1 Lead Team (can be a pre-existing team such as ILT)

Name	Role
Christina Anderson	ILT
Jaymie Lollie	ILT
Eugene Stovall	ILT
Elsa Varela	ILT

School 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 graduate prepared to navigate college, career, and life with success.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Entry	Access and Equitable Opportunity	Entry
Instructional Program	Entry	Instructional Program	Entry
Staffing	Entry	Staffing	Entry
Facilities	Basic	Facilities	Entry
Equipment and Materials	Basic	Equipment and Materials	Entry
Teacher Professional Learning	Basic	Teacher Professional Learning	Entry
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Emerging		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		Safe and Positive School Culture (SPF/SPSA)	
2016-17 Enrollment Data (projection vs. 20 day)	Day 20- 221 Current-263	SPF - Suspension	7.4%
ES Outreach Strategy Actions	Class presentation for all feeder schools FIA school tours Middle School Options fair. Elementary Options Fair	SPF - Chronic Absence	17.7%

Programs to support ES students transition to MS	Summer Bridge Guidance Counselor Advisory Structure Parent Night-What to expect about MS	CHKS data	63%
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Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
SSC	2/13/17

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	2/6
Staff Meeting	2/27

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.
- 3.

Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program-NA

Programmatic Narrative Based on Rubric		
-Alternate Source		
Budget	2017-18 Activities	Anticipated Outcome

2. Art Program-NA

Programmatic Narrative Based on Rubric		
-Alternate Source		
Budget	2017-18 Activities	Anticipated Outcome

3. World Language Program

Programmatic Narrative Based on Rubric		
<p>Currently we do not offer any foreign language at FIA. Students expressed interested in taking spanish. Our goal would be that 6th grade students who opt into Spanish will set a goal of becoming bilingual and continue on with their language acquisition in high school. Our goal would be for students to be prepared to take AP spanish and or have already passed the AP spanish exam by the time they exit 12th grade. Our vision is to also support the students to not only communicate with their spanish-speaking peers, but also provide real-world opportunities to communicate to other Spanish speaking people.</p>		
Budget	2017-18 Activities	Anticipated Outcome
4200	Spanish Curriculum	Spanish will be offered as an elective to 6-8th grade students. We will also offer-Spanish for spanish speakers
1105	Spanish Teacher	Teacher will provide instruction for both new/ and spanish speaking students. This will prepare students to complete a-G requirements.

2.

5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis
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Budget	2017-18 Activity	Anticipated Outcome

2. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Chronic Absenteeism 12.3%

Increase School Attendance through building school site teams to analyze data, develop innovative systems, and focus on building relationships to address chronic absence and truancy. OUSD Attendance Goals: Chronic Absence Rate 5% or less, 85% students attending school 95% of school days, ADA 98%

Suspensions for use of violence: 45

Strengthening COST and MTSS systems to support students, families and teachers through coaching with Behavioral Health teams to meet highest need students and families.

Number of COST Referrals Addressed by JAN 2017: **106**

Primary Service Referral: **Individual Counseling**

The top reason for COST referrals at Frick Impact Academy in the 2016-17 school year were for individual counseling services. Currently we do not have enough therapist on site to see the number of students who exhibit tier three behaviors and need individual services(1:1 and group therapy). We have adopted a new-comer program this school year. With this new population of students, we did not anticipate the amount of services they would need. With an additional 50 students added to our school population this increased the amount of mental health services needed. We have decided to put additional resources into trauma informed practices and mental health services for our entire school population. Currently we have invested in mindfulness practices, trauma informed professional development, and restorative justice practices in efforts to support students' social emotional needs to increase our ADA and decrease the number of office referrals and suspensions. By investing in more resources to support students who display tier two and three behaviors more mental health interns, and a trauma informed art class we will help students to:

- Recognizing feelings and bodily reactions to indicate anxiety
- Identifying situations that provoke anxiety or negative expectations
- Changing self-talk from anxious to coping self-talk, and determining coping actions
- Self-evaluation and reinforcement
- Enhanced overall school safety by greater student self awareness

Budget	2017-18 Activity	Anticipated Outcome
24,100	Mental Health Interns	<ol style="list-style-type: none"> 1. Increase individual therapy services by 15% 2. Decrease chronic absence by moving from 11.8 to 6.8% 3. Decrease suspensions from 9.3% to 5%
26,040	Trauma informed art/creative writing class	<ol style="list-style-type: none"> 1. Decrease the number of students who exhibit tier 3 behaviors by 20% as measured through suspension

		<p>and referral data.</p> <ol style="list-style-type: none"><li data-bbox="1013 128 1500 342">2. Increase School Attendance through building school site teams to analyze data, develop innovative systems, and focus on building relationships to address chronic absence and truancy.
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FRICK IMPACT ACADEMY

We are Gladiators; therefore, what we do in life echoes in eternity...

Instructional Leadership Team

Objectives	
<ul style="list-style-type: none"> To review the feedback from PD & plan March PD To review and finalize the SBAC schedule To review the G1 self assessment and discuss needs for FIA community 	
FIA Norms	FIA Agreements
<ul style="list-style-type: none"> Be present and professional (if students were doing what you are doing, would you be okay with it?) Be On Time Step up step back and speak your truth respectfully Be Open Minded Be Empathetic 	<ul style="list-style-type: none"> We keep the students' needs at the center of the work Assume positive intent Lean into discomfort Have a Learning Orientation Believe that our students are brilliant and we will respond to them as such

Saturday, August 6, 2016		
Time	Content/Process	How/Process
4:00-4:10pm	Opening <ul style="list-style-type: none"> Mindfulness Vision/Mission Review Agenda 	<i>All/Reflection</i>
4:10-4:30pm	PD <ul style="list-style-type: none"> Feedback on Feedback G1 guidelines and self assessment 	Individually
4:30-5:00pm	SBAC <ul style="list-style-type: none"> Schedule April 24-28th 	<i>ALL</i>
5:00-5:30pm	Closing <ul style="list-style-type: none"> Address Parking Lot Questions/Concerns Appreciations 	<i>ALL</i>

FRICK IMPACT ACADEMY

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Staff Meeting

Objectives	
<ul style="list-style-type: none"> I understand my contribution to school and district wide systems and structures as measured by discussion and ask/answering clarifying questions. I understand the purpose of G1 funding and can contribute to the discussion of needs for FIA. 	
FIA Norms	FIA Agreements
<ul style="list-style-type: none"> Be present and professional (if students were doing what you are doing, would you be okay with it?) Be On Time Step up step back and speak your truth respectfully Be Open Minded Be Empathetic Be Respectful Listen Celebrate, have fun, smile 	<ul style="list-style-type: none"> We keep the students' needs at the center of the work Assume positive intent Lean into discomfort Have a Learning Orientation Believe that our students are brilliant and we will respond to them as such Be helpful and supportive

Monday,		
Time/Facilitator	Content/Process	How/Process
3:40-3:50pm	Opening <ul style="list-style-type: none"> Mindfulness 	De Tie
3:50-4:00pm	Staff Updates <ul style="list-style-type: none"> G1 Updates Gate Locked Fire/Emergency Drill 	Princess/De Tie
4:00-4:05pm	TGDS <ul style="list-style-type: none"> Handbook 	Garrett-Walker

4:05-4:15pm	Jupiter Grades <ul style="list-style-type: none">• Progress Reports	Stovall
4:15-4:25pm	<i>Closing and Appreciations</i>	Everyone
4:25-4:40pm	Faculty Council	

Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement