

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

August 10, 2016

File ID Number: 16-1649  
Introduction Date: 10-13-16  
Enactment Number: 16-1623  
Enactment Date: 10-13-16 *af*  
By:

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Frick Middle School.

**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 2016-2017 Single Plan for Student Achievement (SPSA) for Frick Middle School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2016-2017 Single Plan for Student Achievement (SPSA)

**School:** Frick Middle School  
**CDS Code:** 1612596057020  
**Principal:** Ruby Detie  
**Date of this revision:** 5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact:</b> Ruby Detie	<b>Position:</b> Principal
<b>Address:</b> 2845 64th Avenue	<b>Telephone:</b> 510-729-7736
Oakland, CA 94605	<a href="mailto:ruby.detie@ousd.org">ruby.detie@ousd.org</a>

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

### OAKLAND UNIFIED SCHOOL DISTRICT

**Antwan Wilson, Superintendent**

**James Harris, Board President**

# 2016-2017 Single Plan for Student Achievement Recommendations and Assurances

**School Site:**

Frick Middle School

**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 checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        |
|  | <input type="checkbox"/> 21st Century   |

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: 5/10/16

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

☐ Fliers in students' home languages

☒ Announcement at a public meeting

☐ Other (Notices, Media Announcements, etc.)

**Signatures:**

Ruby L De Tie

Print name of School Principal

Johnnie Antonio

Print name of SSC Chairperson

Ron C. Smith

Print name of Network Superintendent

Ruth Alahydoian

Ruth Alahydoian, Chief Financial Officer

[Signature]

Signature

5/26/16

Signature

5/26/16

[Signature]

Signature

5/26/16

[Signature]

Signature

6/2/16



## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**School Site:** Frick Middle School

**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 others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/12/2016	SSC	Shared initial Budget with SSC and overview of priorities
1/26/2016	ILT	ILT to review update SPSA, key areas, targeted students and focus on New Comer programming.
2/2/2016	Returning faculty engagement	Conducted feedback session with whole staff-SPED, inclusion focus.
2/10/2016	SSC	Title 1 approval meeting based on priorities
3/10/2016	Meeting with new after school partners	Afterschool partnership and focus on intervention and acceleration supports for students and how to engage teachers in process-SPSA
5/3/2016	New/Returning families meeting	Presentation of priorities for next year, feedback, questions gathered.

## 2016-2017 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	\$59,400.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$128,270.30	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$85,767.79	TBD
<b>TOTAL:</b>	<b>\$298,438.09</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$50,888.62	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,110.33	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
<b>TOTAL:</b>	<b>\$51,998.95</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Frick Impact Academy is a growing 6-12 public school located in the heart of Oakland. Through the focus of Family, Innovation, and Action, we ensure every student is thriving by creating individualized learning plans, which include both an academic and social/emotional goal. We believe 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. At FIA we offer students a number of opportunities to explore interests beyond the classroom. We offer extracurricular activities including: sports, art, music, dance, and theatre. We believe all children have a passion outside of the classroom and we must tap into these passions to help them flourish inside of the classroom.

### 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.

## MAJOR IMPROVEMENT PRIORITIES

<i>Major Improvement Priority #1:</i>	INSTRUCTIONAL CORE: RIGOR, RELEVANCE, & RELATIONSHIPS
<i>Major Improvement Priority #2:</i>	STRONG SCHOOL CULTURE
<i>Major Improvement Priority #3:</i>	PERSONALIZED LEARNING

## MAJOR IMPROVEMENT PRIORITY #1: INSTRUCTIONAL CORE: RIGOR, RELEVANCE, & RELATIONSHIPS

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
Increase 5% of students proficient or advanced on SRI	Less than 10% of all students are scored proficient on the SBAC ELA and MATH
	Less than 20% of student are proficient in Reading as measured by the SRI

## ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Scope and sequence for the school year has not been mapped out and or aligned to Rigor of SBAC. Leadership has not created training and support for teachers around data analysis and strategic plan to support students' academic growth.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
WHY1: Lack of instructional focus that aligns with SBAC and provides student with rigorous 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.

STUDENT PERFORMANCE GOAL(S) for Priority #1							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase the number of students proficient or advanced by 10% as measured by the ELA SBAC.	SBAC ELA	All Students	8.2%	13.2%	23%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase the number of students proficient or advanced by 10% as measured by the MATH SBAC.	SBAC Math	All Students	3.3%	8.3%	18.3%	2: Students are proficient in state academic standards.
Academic	100% of students will improve by one band in at least two domains of the Argumentative writing rubric as measured by the Spring HWT.	History Writing Task	All Students	n/a	n/a	n/a	2: Students are proficient in state academic standards.
Academic	100% of students who score BR in the fall of 2016 will move out of BR by the end of the school year as measured by F&P and SRI.	SRI	English Learners	19.2%	24.2%	34.4%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1	
<b>Major Improvement Strategy for this priority:</b>	<i>Build strong relationships with students, focus on the instructional core (the relationship between students teacher, content &amp; task), create clarity for teachers on CCSS and how to get students to mastery of standards by providing protected time to plan culturally responsive, rigorous lessons based on student need and use DDI cycles to adjust instruction based on data.</i>

## KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People / Teams / Time / Resources</i>
<p>Increased Time on Task</p> <ul style="list-style-type: none"> <li>-Teachers will have a normed understanding of Rigor</li> <li>-Teachers give assessments to assess student learning &amp; needs: diagnostics, formative, benchmark, summative</li> <li>-Teachers accurately diagnose each student's knowledge and skill level</li> <li>-Teachers prescribe learning tasks appropriate to a student's levels</li> <li>-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions</li> <li>-Teachers have substantive teacher-student interaction during the lesson, such as: modeling, guiding students as they practice, asking probing questions, giving corrective feedback</li> </ul>	<p>Observation &amp; Feedback:</p> <ul style="list-style-type: none"> <li>-Leaders will observe and provide feedback to teachers weekly on key lever.</li> <li>-Leaders will monitor teacher instructional goals providing feedback on goals each marking period</li> </ul>	<p>Professional Development (Rigor &amp; Relevance):</p> <ul style="list-style-type: none"> <li>-for teachers to develop normed understanding of Rigor</li> <li>-standards based backwards mapping, measurable learning targets, daily assessments aligned to unit and benchmark assessments</li> <li>-Teachers reflect on culture and race and mindsets about student learning in order to provide culturally responsive instruction</li> <li>-DDI Cycles</li> <li>-Calibration around student writing using argumentation rubric, setting school-wide writing goals focused on a specific aspect of the rubric</li> <li>-F&amp;P administration and tracking and analyzing student needs for reading (6th grade only)</li> <li>-Grade level collaboration to plan cross curricular units keeping students' culture in mind</li> <li>-Provide consistent time for PLCs with clear expectations</li> <li>-Exhibitions, Rubric calibration, reach out to families and community for attendance Teacher Collaboration:</li> <li>- Teachers will engage in Standards based backwards mapping/planning &amp; teaching (CCSS)</li> <li>-Teachers participate in PLCs and use student data to inform and adjust instructional practice</li> <li>-Teachers set personal professional goals to improve instructional practices and reflect on them every marking period.</li> </ul>



<p>Extended Day for Teachers: 6th Grade: -Teachers will provide EBACY afterschool/enrichment 4-6pm-mandatory for all students</p> <p>LTELS: -Teachers will provide LTELS additional support through Morning Boost, language strategies</p> <p>7th Grade: - Teachers will support students reading/math X amount of grade levels behind through Morning Boost</p> <p>8th Grade: -Teachers will support students not meeting 2 or more targets in the high school readiness criteria. through Morning Boost</p>	<p>Extended day leadership: Leaders will schedule weekly meetings with teachers who support extended day to look at student data, plan for the following week, and provide support needed with communication with families.</p>	
<p>Advisory: Family Liaison -Be the point of contact between school and home (facilitate family conferences semester) -Teachers will develop strong relationships with advisees and their families -Teachers will conduct home visits a minimum of 1/year with advisory students (at the beginning of the year) Group Leader -Teachers understand what it means to be an advisor at Frick -Teachers model mindfulness and give space and create a space for students to practice in advisory -Lead Tier 1 RJ work create community through team building ILP Manager -Teachers create standing meeting time with each advisee to discuss ILP and independent reading novels</p>	<p>Advisory: -Provide funding for teacher to complete visits through the summer -One or more weeks of minimum days for student/parent/advisor conferences -System for monitoring parent communication -Work with after school program to develop co-advisors to keep numbers of students low -Sufficient advisory time built into weekly calendar to accommodate the responsibilities selected -Ongoing PD for advisors on the chosen set of responsibilities -A clearly identified school-wide lead for Advisory- to ensure and support quality -Leaders model mindfulness and give space for teachers to practice -Create the systems and structures for ILPs -Provide time for teachers to analyze ILP data</p>	<p>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</p> <p>Coaching: - CCTL will provide weekly coaching on area of practice (related to RRR) the teacher and coach decide based on student data -Coaches will observe teachers at least once a week and debrief with teachers afterwards</p>

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Decrease in chronic absences by 10%	27% of students were suspended
	41% of suspensions were students with disabilities

ROOT CAUSE ANALYSIS for Priority #2
<p><b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b></p> <p>Observation/Feedback shows the inconsistency in behavior expectations for students across classrooms. Data shows there are disproportionate URFs in 7th grade, outnumbering 6th and 8th grade by over 50%.</p> <p><b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b></p> <p>WHY 1: Teachers have differing expectations for "referable behavior." WHY 2: Staff agreements have not been supported in PD or C&amp;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>

STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/Culture Domain	Reduce the number of out of school suspensions by 75%.	Suspensions	African- American Students	27.1%	17%	7%	5: Students are engaged in school everyday
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce the number of chronically absent students by 75%.	Chronic Absence	Foster Youth	13.1	8%	5%	5: Students are engaged in school everyday

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2
<p><b>Major Improvement Strategy for this priority:</b> Create a platform to honor students and their families by sharing their stories, creating a culturally responsive system for discipline and hold students to high expectations around behavior, academics, and relationships with peers.</p>
KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People / Teams / Time / Resources</i>
<ul style="list-style-type: none"> <li>-Teachers create safe classrooms by modeling and creating opportunities for students to use RJ practices, NNN, and teach students desired behaviors (PBIS)</li> <li>-Teach students appropriate behaviors for different spaces</li> <li>-Teachers take accurate attendance and have system in classroom to identify and notify admin of students absences.</li> <li>-Teachers foster caring relationships with students and know who they are</li> <li>-Participate and lead students in Mix-It-Up days, school celebrations</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly culture walks, assessing physical space (cleanliness, updated student work posted, teacher bulletin boards)</li> <li>-Student and family survey around school</li> <li>-Cleanliness, safety, and pride in building</li> <li>-Student survey 3x asking students specific questions measuring "feeling" of safety and relationships with adults on campus</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development:               <ul style="list-style-type: none"> <li>-NNN, RJ, PBIS in order to norm staff around appropriate and acceptable student behaviors</li> <li>-Create a system for to address tier 2 &amp; tier 3 behaviors</li> <li>-Attendance goals and reward systems for students and families</li> <li>-Create Mix-It-Up day to support mixing of students to learn about each other</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>-All teachers are able to participate in Summer PD and bridge</li> <li>-Teachers demonstrate positive and supportive relationships with each other</li> <li>-Teacher use student data to promote a growth mindset with their students and give students strategies to succeed academically</li> <li>-Teachers know the meaning of be a Head Gladiator and show school pride</li> </ul>	<ul style="list-style-type: none"> <li>-Leaders demonstrate positive and supportive relationships with students, and families, and adults</li> <li>-Leaders give feedback to teacher and strategies to support student learning; thus developing a growth mindset in teachers</li> <li>-Leaders model Gladiator behavior and show school pride also buy teacher school gear</li> </ul>	<ul style="list-style-type: none"> <li>Provide summer PD that prepares teachers for summer bridge.</li> </ul>

### MAJOR IMPROVEMENT PRIORITY #3:

### PERSONALIZED LEARNING

#### PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
14% growth in LTEL reclassification	Students currently do not track and monitor goals

#### ROOT CAUSE ANALYSIS for Priority #3

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Currently we do not have systems and structures that support reclassification at Frick. Students also set goals but they are inconsistently monitors by staff, students and parents.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

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

STUDENT PERFORMANCE GOAL(S) for Priority #3							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	100% of students know and track both academic and social/emtional goals as measured by success using their ILP.	SEL	All Students	n/a	n/a	n/a	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase the number of LTELS reclassified by 75% as measured by the CELDT, ELA grade, and SRI scores of LTEL students	EL Reclassification	English Learners	20.9	n/a	45.9	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3	
Major Improvement Strategy for this priority:	Create individualized learning plans for every 6th grade student which includes social/emotional and academic goals, train students and teachers to monitor these goals, support teachers & students to use growth mindset practices.

KEY PRACTICES FOR PRIORITY #3		
Teaching Practices	Leadership Practices	Organizational Practices People / Teams / Time / Resources
<ul style="list-style-type: none"> <li>-Teachers create standing meeting time (during advisory) with each advisee to discuss social/emotional goal and academic goal (ILP), including differentiation for GATE students</li> <li>-Teachers collaborate with after school teaches to discuss needs of student support during extended day</li> <li>-Teachers growth-mindset practices and use language to support Work Hard Get Smart theory</li> </ul>	<ul style="list-style-type: none"> <li>-Leaders provide platform to track and monitor ILP's</li> <li>-Leaders provide PD time to collaborate with after school teachers to support student learning</li> <li>-Leaders model growth-mindset practices with teachers during observation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Collaboration: See under Rigor</li> <li>Professional Development: See 6th Grade PD Plan</li> </ul>



<ul style="list-style-type: none"> <li>-Teachers assess students using F&amp;P for every 6th grade student to monitor and accelerate reading levels (LLI reading groups twice/week in small group/direct instruction rotation).</li> </ul>	<ul style="list-style-type: none"> <li>-Leaders provide the training, time, and resources needed to consistently monitor F&amp;P</li> </ul>	<p>Master Schedule (Block) maximizes student learning:</p> <p>Humanities:</p> <ul style="list-style-type: none"> <li>Rotation model</li> <li>-Small group/direct instruction</li> <li>-Blended personalized learning (Achieve 3000)</li> <li>-Independent/collaborative learning</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>-Teach to One</li> <li>-Blended personalized learning model</li> </ul>
<ul style="list-style-type: none"> <li>-Most qualified teachers support L TELS twice/week targeting language instruction</li> <li>-New comer teachers:               <ul style="list-style-type: none"> <li>-give assessments to assess student learning &amp; needs: Diagnostics, formative, benchmark, summative</li> <li>-accurately diagnose each student's knowledge and skill level</li> </ul> </li> <li>-prescribe learning tasks appropriate to a student's levels</li> <li>-structure engaging lessons around the learning tasks and give clear, concise task directions</li> <li>-have substantive teacher-student interaction during the lesson, such as: modeling, guiding students as they practice, asking probing questions, giving corrective feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Provide extended contract for teachers who teach L TELS</li> <li>-Intentionally educate whole school around NCs</li> </ul>	<ul style="list-style-type: none"> <li>-Provide additional PD around language development</li> <li>- Intentional PD &amp; collaboration with other NC teachers in district around best practices and curriculum</li> <li>-Curriculum (Lexia, National Geographic)</li> </ul>

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$85,767.79	After School Education & Safety (ASES)	After School Program	<p>Extended Day for Teachers:</p> <p>6th Grade:</p> <ul style="list-style-type: none"> <li>-Teachers will provide EBACY and enrichment (4-6pm-mandatory for all students)</li> <li>-Teachers will provide LTELs</li> </ul> <p>7th Grade:</p> <ul style="list-style-type: none"> <li>-Teachers will provide LTELs additional support through Morning Boost, language strategies</li> </ul> <p>8th Grade:</p> <ul style="list-style-type: none"> <li>-Teachers will support students reading/math X amount of grade levels behind through Morning Boost</li> <li>-Teachers will support students not meeting 2 or more targets in the high school readiness criteria, through Morning Boost</li> </ul> <p>-Teachers assess students using F&amp;P for every 6th grade student to monitor and accelerate reading levels (LU reading groups twice/week in small group/direct instruction rotation).</p>	A1.6: After School Programs	5825	n/a	n/a	n/a	203-1	203
\$34,790.00	General Purpose Discretionary	Supplies	<p>Professional Development (Rigor &amp; Relevance):</p> <ul style="list-style-type: none"> <li>-for teachers to develop normed understanding of rigor</li> <li>-standards based backwards mapping, measurable learning targets, daily assessments aligned to unit and benchmark assessments</li> <li>-Teachers reflect on culture and race and discuss about student learning in order to provide culturally responsive instruction</li> <li>-DDI Cycles</li> <li>-Calibration around student writing using argumentation rubric, setting school-wide writing goals focused on a specific aspect of the rubric</li> <li>-F&amp;P administration and tracking and analyzing student needs for reading (6th grade only)</li> <li>-Grade level collaboration to plan cross curricular units keeping students' culture in mind</li> <li>-Provide consistent time for PLCs with clear expectations</li> <li>-Exhibitions, Rubric calibration, reach out to families and community for attendance</li> <li>-Teacher Collaboration:</li> <li>-Teachers will engage in Standards based backwards mapping/planning &amp; teaching (CCSS)</li> <li>-Teachers participate in PLCs and use student data to inform and adjust instructional practice</li> <li>-Teachers set personal professional goals to improve instructional practices and reflect on them every marking period.</li> </ul>	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	203-2	203
\$10,000.00	General Purpose Discretionary	Copy Machine	<ul style="list-style-type: none"> <li>-Provide consistent time for PLCs with clear expectations</li> <li>-Exhibitions, Rubric calibration, reach out to families and community for attendance</li> <li>-Teacher Collaboration:</li> <li>-Teachers will engage in Standards based backwards mapping/planning &amp; teaching (CCSS)</li> <li>-Teachers participate in PLCs and use student data to inform and adjust instructional practice</li> <li>-Teachers set personal professional goals to improve instructional practices and reflect on them every marking period.</li> </ul>	A2.1: Implementation of CCSS & NCSS	5610	n/a	n/a	n/a	203-3	203
\$6,000.00	General Purpose Discretionary	Field Trips	<ul style="list-style-type: none"> <li>-Teachers create safe classrooms by modeling and creating opportunities for students to use RJ practices, NNN, and teach students desired behaviors (PBIS)</li> <li>-Teach students appropriate behaviors for school</li> <li>-Teachers take accurate attendance and have system in classroom to identify and notify admin of students absences</li> <li>-Teachers foster caring relationships with students and know who they are</li> <li>-Participate and lead students in Mix-It-Up days, school celebrations</li> </ul>	A5.1: School Culture & Climate (Safe & Supportive Schools)	5826	n/a	n/a	n/a	203-4	203
\$6,610.00	General Purpose Discretionary	Field Trips	<ul style="list-style-type: none"> <li>-Teachers create safe classrooms by modeling and creating opportunities for students to use RJ practices, NNN, and teach students desired behaviors (PBIS)</li> <li>-Teach students appropriate behaviors for school</li> <li>-Teachers take accurate attendance and have system in classroom to identify and notify admin of students absences</li> <li>-Teachers foster caring relationships with students and know who they are</li> <li>-Participate and lead students in Mix-It-Up days, school celebrations</li> </ul>	A5.1: School Culture & Climate (Safe & Supportive Schools)	5829	n/a	n/a	n/a	203-5	203

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$2,000.00	General Purpose Discretionary	Postage	<ul style="list-style-type: none"> <li>-Leaders demonstrate positive and supportive relationships with students, and families, and adults</li> <li>-Leaders give feedback to teacher and strategies to support students, thus creating positive relationships in teachers</li> <li>-Teachers model Gladiator behavior and show school pride also buy teacher school gear</li> </ul>	A3.3: Family Engagement focused on Literacy Development	5910	n/a	n/a	n/a	203-6	203
\$91,975.57	Intensive School Support	TSA Instructional Coach/ Weekly feedback to 6th grade teachers.	<p>Observation &amp; Feedback:</p> <ul style="list-style-type: none"> <li>-Leaders will observe and provide feedback to teachers weekly on key lever,</li> <li>-Leaders will monitor teacher instructional goals providing feedback on goals each marking period</li> </ul> <p>Advisory:</p> <p>Family Liaison</p> <ul style="list-style-type: none"> <li>-Be the point of contact between school and home (facilitate family conferences semester)</li> <li>-Teachers will develop strong relationships with advisees and their families</li> <li>-Teachers will conduct home visits a minimum of 1/year with advisory students (at the beginning of the year)</li> </ul> <p>Group Leader</p> <ul style="list-style-type: none"> <li>-Teachers understand what it means to be an advisor at Frick</li> <li>-Teachers model mindfulness and give space and create a space for students to practice in advisory</li> <li>-Lead Tier 1 RJ work create community through team building</li> <li>-Teachers create standing meeting time with each advisee to discuss ILP and independent reading novels</li> </ul>	A2.1: Implementation of CCSS & NGSS	n/a	12 MONTH CLASSROOM TSA	C12TSA9999	0.8	203-7	203
\$45,039.33	Intensive School Support	Community Assistant to provide support with family communication/home visits/family engagement	<p>Advisory:</p> <p>Family Liaison</p> <ul style="list-style-type: none"> <li>-Be the point of contact between school and home (facilitate family conferences semester)</li> <li>-Teachers will develop strong relationships with advisees and their families</li> <li>-Teachers will conduct home visits a minimum of 1/year with advisory students (at the beginning of the year)</li> </ul> <p>Group Leader</p> <ul style="list-style-type: none"> <li>-Teachers understand what it means to be an advisor at Frick</li> <li>-Teachers model mindfulness and give space and create a space for students to practice in advisory</li> <li>-Lead Tier 1 RJ work create community through team building</li> <li>-Teachers create standing meeting time with each advisee to discuss ILP and independent reading novels</li> </ul>	A3.3: Family Engagement focused on Literacy Development	n/a	COMMUNITY ASSISTANT BILINGUAL	COMABJ9999	1	203-8	203
\$10,981.37	Intensive School Support	Full time attendance clerk	<p>Advisory:</p> <p>Family Liaison</p> <ul style="list-style-type: none"> <li>-Be the point of contact between school and home (facilitate family conferences semester)</li> <li>-Teachers will develop strong relationships with advisees and their families</li> <li>-Teachers will conduct home visits a minimum of 1/year with advisory students (at the beginning of the year)</li> </ul> <p>Group Leader</p> <ul style="list-style-type: none"> <li>-Teachers understand what it means to be an advisor at Frick</li> <li>-Teachers model mindfulness and give space and create a space for students to practice in advisory</li> <li>-Lead Tier 1 RJ work create community through team building</li> <li>-ILP Manager</li> <li>-Teachers create standing meeting time with each advisee to discuss ILP and independent reading novels</li> </ul>	A5.4: Root Causes of Chronic Absence	n/a	SPECIALIST- ATTENDANCE BILINGUAL	SPATBL9999	0.2	203-9	203
\$15,000.00	Intensive School Support	Extended Contract for teachers	<p>Extended Day for Teachers:</p> <p>6th Grade:</p> <ul style="list-style-type: none"> <li>-Teachers will provide EBACY afterschool/enrichment 4-6pm-mandatory for all students</li> </ul> <p>LTELS:</p> <ul style="list-style-type: none"> <li>-Teachers will provide LTELS additional support through Morning Boost, language strategies</li> </ul> <p>7th Grade:</p> <ul style="list-style-type: none"> <li>-Teachers will support students reading/math Morning Boost</li> </ul> <p>8th Grade:</p> <ul style="list-style-type: none"> <li>-Teachers will support students not meeting 2 or more targets in the high school readiness criteria. through Morning Boost</li> </ul>	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	203-10	203

Budget Amount	Budget Resource	Budget Action	Associated Key Practices	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$4,247.33	Intensive School Support	17-18 Promotion Materials	-Monthly culture walks, assessing physical space (cleanliness, updated student work posted, teacher bulletin boards) -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	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	203-11	203
\$31,933.90	Intensive School Support	Staff Retreat/Summer Bridge	-All teachers are able to participate in Summer PD and bridge -1 teachers demonstrate positive and appropriate relationships with each other -Teachers take time to reflect on a growth mindset with their students and give students strategies to succeed academically -Teachers know the meaning of be a Head Gladiator and show school pride	A2.10: Extended Time for Teachers	5825	n/a	n/a	n/a	203-12	203
\$24,424.15	LCFF Concentration	STIP SUB	Observation & Feedback: -Leaders will observe and provide feedback to teachers weekly on key lever, -Leaders will monitor teacher instructional goals providing feedback on goals each marking period	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.5	203-13	203
\$575.85	LCFF Concentration	Supplies	-Teachers create standing meeting time (during advisory) with each advisee to discuss social/emotional goal and academic goal (LP) -Teachers collaborate with after school teachers to discuss needs of student support during extended day -Teachers growth-mindset practices and use language to support Work Hard Get Smart theory	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	4310	n/a	n/a	n/a	203-14	203
\$22,993.89	LCFF Supplemental	TSA Instructional Coach	Observation & Feedback: -Leaders will observe and provide feedback to teachers weekly on key lever, -Leaders will monitor teacher instructional goals providing feedback on goals each marking period	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	12 MONTH CLASSROOM TSA	C12TSA9999	0.2	203-15	203
\$28,410.62	LCFF Supplemental	Support PE classes 52-1 Class Ratio	-Teachers create safe classrooms by modeling and creating opportunities for students to use RJ practices, NNN, and teach students desired behaviors (PBIS) -1 teach students appropriate behaviors for different spaces -Teachers take accurate attendance and have appropriate consequences to identify and notify admin of students absences -Teachers foster caring relationships with students and know who they are -Participate and lead students in Mix-It-Up days, school celebrations	A2.7: Class Size Reduction	n/a	PE ATTENDANT	PEATN0022	1	203-16	203
\$9,769.66	LCFF Supplemental	STIP SUB	Observation & Feedback: -Leaders will observe and provide feedback to teachers weekly on key lever, -Leaders will monitor teacher instructional goals providing feedback on goals each marking period	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.2	203-17	203
\$3,121.00	LCFF Supplemental	Extended Contract for teachers	-Most qualified teachers support LETLS twice/week targeting language instruction -New comers teachers: -give assessments to assess student learning & needs: Diagnostics, formative, benchmark, summative -accurately diagnose each student's knowledge and skill level -prescribe learning tasks appropriate to a student's levels -structure engaging lessons around the learning tasks and give clear, concise task directions -have substantive teacher-student interaction during the lesson such as modeling, guiding students as they practice, asking probing questions, giving corrective feedback	A4.1: English Learner Redclassification	1120	n/a	n/a	n/a	203-18	203



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$34,974.65	LCFF Supplemental	Coach teachers on Tier 1 school wide practices, provide support for Tier 2 & 3 practices	Professional Development (Rigor & Relevance): -for teachers to develop normed understanding of Rigor -standards based backwards mapping, measurable learning targets, daily assessments aligned to unit and benchmark -Teachers reflect on culture and race and mindsets about student learning in order to provide culturally responsive instruction -DDI Cycles -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) -Grade level collaboration to plan cross curricular units keeping students' culture in mind -Provide consistent time for PLCs with clear expectations -Exhibitions: Rubric calibration, reach out to families and community for attendance Teacher Collaboration: - 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.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	203-19	203
\$0.48	LCFF Supplemental	Coach teachers on Tier 1 school wide practices, provide support for Tier 2 & 3 practices	Professional Development (Rigor & Relevance): -for teachers to develop normed understanding of Rigor -standards based backwards mapping, measurable learning targets, daily assessments aligned to unit and benchmark -Teachers reflect on culture and race and mindsets about student learning in order to provide culturally responsive instruction -DDI Cycles -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) -Grade level collaboration to plan cross curricular units keeping students' culture in mind -Provide consistent time for PLCs with clear expectations -Exhibitions: Rubric calibration, reach out to families and community for attendance Teacher Collaboration: - 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	4399	n/a	n/a	n/a	203-20	203
\$4,500.00	LCFF Supplemental	College Tours 7/8th Grade	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 Coaching: - CCTL will provide weekly coaching on area of practice (related to RRR) the teacher and coach decide based on student data -Coaches will observe teachers at least once a week and debrief with teachers afterwards	A5.1: School Culture & Climate (Safe & Supportive Schools)	5826	n/a	n/a	n/a	203-21	203

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$4,500.00	LCFF Supplemental	College Tours 7/18th Grade	<p>Advisory: -Provide funding for teacher to complete visits from the summer through the fall semester. -One or more weeks of minimum days for student/parent/advisor conferences -System for monitoring parent communication</p> <p>-Work with after school program to develop co-advisors to keep numbers of students low -Sufficient advisory time built into weekly calendar to accommodate the responsibilities selected</p> <p>-Ongoing PD for advisors on the chosen set of responsibilities -A clearly identified school-wide lead for Advisory- to ensure and support quality -Leaders model mindfulness and give space for teachers to practice</p> <p>-Create the systems and structures for ILPs -Provide time for teachers to analyze ILP data</p>	A5.1: School Culture & Climate (Safe & Supportive Schools)	5829	n/a	n/a	n/a	203-22	203
\$10,000.00	LCFF Supplemental	EBACY-After School to support additional students in AS program	<p>Extended Day for Teachers: 6th Grade: -Teachers will provide EBACY afterschool/enrichment 4-6pm-mandatory for all students LTELs: -Teachers will provide LTELs additional support through Morning Boost, language strategies 7th Grade: -Teachers will support students reading/math X amount of grade levels behind through Morning Boost 8th Grade: -Teachers will support students not meeting 2 or more targets in the high school readiness criteria, through Morning Boost</p>	A1.6: After School Programs	5736	n/a	n/a	n/a	203-23	203
\$10,000.00	LCFF Supplemental	EBACY-After School to support additional students in AS program	<p>Extended Day for Teachers: 6th Grade: -Teachers will provide EBACY afterschool/enrichment 4-6pm-mandatory for all students LTELs: -Teachers will provide LTELs additional support through Morning Boost, language strategies 7th Grade: - Teachers will support students reading/math X amount of grade levels behind through Morning Boost 8th Grade: -Teachers will support students not meeting 2 or more targets in the high school readiness criteria, through Morning Boost</p>	A1.6: After School Programs	5825	n/a	n/a	n/a	203-24	203
\$21,000.00	Measure G (School Libraries)	Library Commons	<p>-Teachers assess students using F&amp;P for every 8th grade student and accelerate reading levels (LLI reading groups twice/week in small group/direct instruction rotation).</p>	A3.2: Reading Intervention	4310	n/a	n/a	n/a	203-25	203
\$14,654.49	Measure G (TGDS)	STIP SUB	<p>Observation &amp; Feedback: -Leaders will observe and provide feedback to teachers weekly on key lever, -Leaders will monitor teacher instructional goals providing feedback on goals each marking period</p>	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCS1TP9999	0.3	203-26	203

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$1,356.00	Measure G (TGDS)	Extended Contracts for Teachers	<p>Extended Day for Teachers:</p> <p>6th Grade:</p> <ul style="list-style-type: none"> <li>-Teachers will provide EBACY afterschool/enrichment 4-6pm-mandatory for all students</li> <li>-Teachers will provide LTELs additional support through Morning Boost, language strategies</li> </ul> <p>7th Grade:</p> <ul style="list-style-type: none"> <li>-Teachers will support students reading/math X amount of grade levels behind through Morning Boost</li> </ul> <p>8th Grade:</p> <ul style="list-style-type: none"> <li>-Teachers will support students not meeting 2 or more targets in the high school readiness criteria, through Morning Boost</li> </ul>	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	203-27	203
\$0.18	Measure G (TGDS)	Leveled Libraries	<p>Increased Time on Task</p> <ul style="list-style-type: none"> <li>-Teachers will have a normed understanding of Rigor</li> <li>-Teachers give assessments to assess student learning &amp; needs: diagnostics, formative, benchmark, summative</li> <li>-Teachers accurately diagnose each student's knowledge and skill level</li> <li>-Teachers prescribe learning tasks appropriate to a student's levels</li> <li>-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions</li> <li>-Teachers have substantive teacher-student interaction during the lesson, such as: modeling, guiding students as they practice, asking probing questions, giving corrective feedback</li> </ul>	A2.3: Standards-Aligned Learning Materials	4399	n/a	n/a	n/a	203-28	203
\$8,000.00	Program Investment	Leveled Libraries	<p>Increased Time on Task</p> <ul style="list-style-type: none"> <li>-Teachers will have a normed understanding of Rigor</li> <li>-Teachers give assessments to assess student learning &amp; needs: diagnostics, formative, benchmark, summative</li> <li>-Teachers accurately diagnose each student's knowledge and skill level</li> <li>-Teachers prescribe learning tasks appropriate to a student's levels</li> <li>-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions</li> <li>-Teachers have substantive teacher-student interaction during the lesson, such as: modeling, guiding students as they practice, asking probing questions, giving corrective feedback</li> </ul>	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	203-29	203
\$18,250.00	Program Investment	Teach-to-one Math Curriculum	<p>Teacher Collaboration:</p> <p>See under Rigor</p> <p>Professional Development:</p> <p>See 6th Grade PD Plan</p>	A3.1: Blended Learning	5825	n/a	n/a	n/a	203-30	203

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$46,822.00	Title I Basic	.5 Counselor	Advisory: -Family Liaison -Be the point of contact between school and home (facilitate family conferences semester) -Teachers will develop strong relationships with advisees and their families -Teachers will conduct home visits a minimum of 1/year with advisory students (at the beginning of the year) -Group Leader -Teachers understand what it means to be an advisor at Frick -Teachers model mindfulness and give space and create a space for students to practice in advisory -Lead Tier 1 RJ work create community through team building -ILP Manager -Teachers create standing meeting time with each advisee to discuss ILP and independent reading novels	A3.3: Family Engagement focused on Literacy Development	5732	n/a	n/a	n/a	203-31	203
\$4,066.62	Title I Basic	.5 Counselor	Advisory: -Family Liaison -Be the point of contact between school and home (facilitate family conferences semester) -Teachers will develop strong relationships with advisees and their families -Teachers will conduct home visits a minimum of 1/year with advisory students (at the beginning of the year) -Group Leader -Teachers understand what it means to be an advisor at Frick -Teachers model mindfulness and give space and create a space for students to practice in advisory -Lead Tier 1 RJ work create community through team building -ILP Manager -Teachers create standing meeting time with each advisee to discuss ILP and independent reading novels		4399	n/a	n/a	n/a	203-32	203
\$1,100.00	Title I Parent Participation	Community Assistant Stipend	Advisory: -Family Liaison -Be the point of contact between school and home (facilitate family conferences semester) -Teachers will develop strong relationships with advisees and their families -Teachers will conduct home visits a minimum of 1/year with advisory students (at the beginning of the year) -Group Leader -Teachers understand what it means to be an advisor at Frick -Teachers model mindfulness and give space and create a space for students to practice in advisory -Lead Tier 1 RJ work create community through team building -ILP Manager -Teachers create standing meeting time with each advisee to discuss ILP and independent reading novels	A3.3: Family Engagement focused on Literacy Development	2420	n/a	n/a	n/a	203-33	203
\$10.33	Title I Parent Participation	Community Assistant Stipend	Advisory: -Family Liaison -Be the point of contact between school and home (facilitate family conferences semester) -Teachers will develop strong relationships with advisees and their families -Teachers will conduct home visits a minimum of 1/year with advisory students (at the beginning of the year) -Group Leader -Teachers understand what it means to be an advisor at Frick -Teachers model mindfulness and give space and create a space for students to practice in advisory -Lead Tier 1 RJ work create community through team building -ILP Manager -Teachers create standing meeting time with each advisee to discuss ILP and independent reading novels	A3.3: Family Engagement focused on Literacy Development	4399	n/a	n/a	n/a	203-34	203



## **Frick Middle School Compact 2015 - 2016**

**Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:**

### **As a student I will:**

- 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.

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**Student signature**

### **As a parent/guardian or family member I will:**

- 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.

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**Family member signature**

### **As a teacher I will:**

- 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 partnerships with 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.

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Teacher signature

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

# **Title I School Parental Involvement Policy 2015 - 2016**

## **Involvement of Parents and Building Their Capacity in the Title I Program**

*Frick Middle School* agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- Accessibility: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students. Schools will work to build capacity for parent involvement through the following:

1. The school offers a flexible number of meetings for parents, and involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title IA programs and the Title I Parental Involvement policy.

SSC meetings take place on the second Tuesday of each month in which parents and community members discuss the use of Title I funding of school programs.

2. Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following.

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- The requirements of Title I
- How to monitor their child's progress
- How to work with educators

The annual Title I meeting as a part of Back to School night familiarizes parents with the topics listed above.

3. Provide materials and training to help Title I Parents work with their children to improve their children's achievement.

At the annual Title I meeting materials are provided for parents to use with their children. Subsequent parent education classes are offered using Title I parent education funding.

4. Educate staff with the assistance of Title I parents of the value of parent contributions and how to work with parents as equal partners.

Regular professional development and the implementation of regular parent conferences build relationships with parents and underscore the value of parent engagement with staff members.

## **Title I School Parental Involvement Policy 2015 - 2016**

5. Coordinate and integrate the Title I Parental Involvement program with other activities that encourage and support parents to more fully participate in the education of their children.

The annual Title I parent meeting takes place in conjunction with Back to School Night in order to engage more Title I parents and expose them to all school resources.

6. Distribute to Title I 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.

Regular meeting notices are sent home, posted at the school, and communicated by telephone.

7. In regular meetings, provide support for parental activities requested by Title I parents.

SSC and ELAC meetings have resulted in a variety of activities requested by parents.

### **Annual Title I Meeting**

- 1) *Frick Middle School* will convene an annual Title I meeting to inform parents of the following:

- Review Home School Compact
- Their child's school participates in Title I
- The requirements of Title I
- Their right to be involved
- Their right to participate in the development of the District's Title I Plan
- About their school's participation in Title I

### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by

SSC Meetings the 2<sup>nd</sup> Tuesday of each month with approval on 6/9/2015.

This policy was adopted by the Frick Middle School Site Council on 6/9/2015 and will be in effect for the period of the 2015-2016 school year. The school will distribute this policy to all parents of participating Title I, Part A, children on or before 9/30/2015. It will be made available to the local community on or before 9/30/2015. The Frick Middle School 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.

  
Principal Signature

  
Date





## **School Site Council Membership Roster – Middle School**

**School Name:** Frick Middle School

**School Year:** 2015-16

<b>Chairperson :</b> Johnell Antonio	<b>Vice Chairperson:</b> Karen Slider
<b>Secretary:</b> Christina Anderson	<b>LCAP Parent Advisory Nominee:</b>
<b>LCAP EL Parent Advisory Nominee:</b> Johnell Antonio	<b>LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Jeffrey Taylor	X				
Christina Anderson		X			
Dewanna Slaughter		X			
Sharon Gray		X			
Ty'Rae Bell		X			
Karen Slider			X		
Deidra Ross				X	
Johnell Antonio				X	
Matthew Bradford				X	
Jacqueline McDougal				X	
Maisha Smith				X	
Alisha Carey Saunders				X	

<b>Meeting Schedule</b> (day/month/time)	<b>Tuesday, October 13, 2015</b>
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### **SSC Legal Requirements:**

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

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/2015