



**2019-20 Measure G1**

**Grant Application**

**Due: February 11, 2019**

School	Frick Impact Academy	Contact *	Ruby De Tie
School Address	2845 64th Avenue Oakland, CA 94605	Contact Email	ruby.detie@ousd.org
Principal	Ruby De Tie	Principal Email	ruby.detie@ousd.org
School Phone	5107297736	Recommended Grant Amount**	\$103,075
Actual 2018-19 Enrollment (6-8) (20 day count)	223		

*\*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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

**Summary of Approved Expenditures from 2018-19 ([2018-19 approved proposal](#) and [carryover form](#))**

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	2 Mental Health Interns	\$24,000
2	Trauma informed art/creative writing class.	\$22,014
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$46,014

**Summary of Proposed Expenditures for 2019-20 (listed in order of priority)**

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Restorative Bridge Maker	\$45,000
2	Niroga Yoga-Mindfulness	\$30,000
3	ART-Esteem	\$28,075

<b>4</b>		
<b>5</b>		
	Budget Total (must add up to Anticipated Grant Amount)	103075

### ***School Demographics***

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
124	105	99	10	26	35	98

### ***Student Body Ethnic Composition***

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
88	1	1	124	0	7	2	6

### **Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.**

Name	Role
Elsa Varela	NC Humanities
Christina Anderson	SPED Coordinator
Jaymie Lollie	Community School Manager
Latora Baldridge	Instructional Teacher Leader
Dewanna Slaughter	Assistant Principal
Ruby De Tie	Principal

### **School Vision (insert here):**

**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.

<b><u>Music</u> (Rubric Score)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>Access and Equitable Opportunity</b>	entry	basic	<b>Access and Equitable Opportunity</b>	entry	entry
<b>Instructional Program</b>	basic	quality	<b>Instructional Program</b>	entry	entry
<b>Staffing</b>	basic	quality	<b>Staffing</b>	entry	entry
<b>Facilities</b>	basic	basic	<b>Facilities</b>	entry	entry
<b>Equipment and Materials</b>	basic	basic	<b>Equipment and Materials</b>	entry	entry
<b>Teacher Professional Learning</b>	basic	quality	<b>Teacher Professional Learning</b>	entry	entry
<b><u>World Language</u> (Rubric)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>			
<b>Content and Course Offerings</b>	emerging	emerging			
<b>Communication</b>	emerging	emerging			
<b>Real world learning and Global competence</b>	emerging	emerging			

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	20 Day - 261 current - 263	20 day - 223 current - 229	<b>Suspension</b>	43	42
<b>ES Outreach Strategy Actions</b>	Flyers, in class visits, school fairs, parent	Flyers, in class visits, school fairs, parent	<b>Chronic Absence</b>	8.6%	17.5%

	meetings	meetings			
<b>Programs to support ES students transition to MS</b>	Summer Bridge, After School Program	Summer Bridge, After School Program	<b>CHKS data (district only)</b>	89.8%	In progress

**REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.**

Community Engagement Meeting(s)	
Community Group	Date
Parent Group	2/7/19
SSC	2/15/19

Staff Engagement Meeting(s)	
Staff Group	Date
<a href="#">Staff Meeting</a>	1/28/19
<a href="#">ILT</a>	2/4/19

## ***Budget Justification and Narrative***

In the following sections, please review the self-assessment and discuss your team's 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

1. 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. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

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

### 1. Music Program

Programmatic Narrative Based on Rubric		
[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
N/A		

### 2. Art Program

Programmatic Narrative Based on Rubric		
<p>With limited flexibility in the master schedule integrated arts is the most effective way to ensure that 100% of students receive arts programming. The G1 funding at FIA has the unique opportunity to provide access to arts education to students who have never had any sort of focused arts programming. All general education, new-comer, special education students, and school staff will be able to benefit from this programming. Students are served through 6-8 weekly art rotations in a chosen content area (ELA, math, or science). Teachers are served through anchor professional development activities during the year.</p> <p>We aim to harness the power of preserving our community through quilts, textile art. Quilts help to document the past, present, and future of communities and societies. Those new this country and city are given a way to honor where they are from. It allows students from Oakland to do the same. Individual stories, thoughts, dreams, and goals are combined into a larger community statement. Students could be able to engage in not just the images placed on the textile, but the textile itself.</p> <p>The professional development of school staff focuses on increasing trauma-informed, and mindful practice. For example, participating in a mindful-drumming PD allows teachers to engage in an activity that demonstrates ways to increase equity, personal expression, and community building in their classroom spaces. It also creates a space that feels safe for students to engage in OUSD's <a href="#">core SEL practices</a> of welcoming rituals/inclusion activities, engaging practices, and optimistic closings.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$28,075	<ul style="list-style-type: none"> <li>20,000 - Teaching artists</li> <li>5,000 - Supplies</li> </ul>	<ul style="list-style-type: none"> <li>100% of students receive art programming with a focus on</li> </ul>

	<ul style="list-style-type: none"> <li>• 3,075 - PD for teachers</li> </ul>	<p>increasing culturally relevant lessons.</p> <ul style="list-style-type: none"> <li>• 100% of SpEd students have access to art programming allowing for differentiability</li> <li>• Allow 100% of participating students to express personal creativity in direct relation to classroom content.</li> <li>• Allow 100% of students to increase their confidence in expressing their thoughts on content by means of visual representation.</li> <li>• Allow 100% of students to address past trauma visual arts</li> </ul>
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### 3. World Language Program

#### Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
N/A		

### 4. 5th to 6th Grade Enrollment Retention

#### Programmatic Narrative Based on Data Analysis

[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

### 5. Safe and Positive School Culture

#### Programmatic Narrative Based on Data Analysis

#### Chronic Absenteeism 17.5%

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: 26**

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 2018: **98**

Primary Service Referral: **Individual Counseling**

The top reason for COST referrals at Frick Impact Academy in the 2018-19 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 which has 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

\$45,000	Restorative Bridge Maker (Consultant) The Restorative Bridge Maker uses trauma-informed practices to strengthen relationships between teachers, students, and families while providing space for students to reflect and process emotions and situations with a trusted adult and return to class ready to learn.	100% of students will have opportunities to reflect and take space, while learning and implementing restorative practices throughout the school day.
\$30,000	Niroga Yoga-Mindfulness - Consultant Niroga (DMind) program, is composed of mindful movement, breathing techniques and centering, providing optimal stress resilience and healing from trauma and promoting social and emotional learning.	100% of FIA students will build Transformative Life/Leadership Skills (TLS), by learning from a Dynamic Mindfulness training and coaching staff, implementing in-class TLS, and conducting program evaluations.

**Please submit your 2019-20 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**

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

Monday February 4, 2019		
Time	Content/Process	How/Process
4:00-4:10pm	<b>Opening</b> <ul style="list-style-type: none"> <li>Mindfulness</li> <li>Vision/Mission</li> <li>Review Agenda</li> </ul>	<i>All/Reflection</i>
4:10-4:30pm	<b>G1</b> <ul style="list-style-type: none"> <li>Feedback on Feedback</li> <li><a href="#">G1 guidelines and self assessment</a></li> </ul>	Individually
4:30-5:00pm	<b>IAB</b> <ul style="list-style-type: none"> <li><b>Here's a suggested schedule for Humanities:</b></li> <li></li> <li>Tuesday - Wednesday (2/12-2/13) - practice test</li> <li>Thursday - Friday (2/14-2/15) - IAB reading test</li> <li>Monday - Tuesday (2/18-2/19) - Make-up day</li> <li></li> <li><b>Here's a suggested schedule for Math (be mindful that it may take 2-3 classes to complete testing)</b></li> <li></li> <li>Tuesday - Thursday - Practice tests</li> <li>Friday - Math IAB round 1</li> <li>Monday - Math IAB Round 2</li> </ul>	<i>ALL</i>



	<ul style="list-style-type: none"><li>• Tuesday - Math IAB round 3 (if needed)</li><li>• Wednesday - Make-up day</li></ul>	
5:00-5:30pm	<b><i>Closing</i></b> <ul style="list-style-type: none"><li>• Address Parking Lot Questions/Concerns</li><li>• Appreciations</li></ul>	<i>ALL</i>

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## Staff Meeting

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

Monday,		
Time/Facilitator	Content/Process	How/Process
3:40-3:50pm	<b>Opening</b> <ul style="list-style-type: none"> <li>Mindfulness</li> </ul>	De Tie
3:50-4:00pm	<b>Staff Updates</b> <ul style="list-style-type: none"> <li>G1 Updates</li> <li>Missey Services</li> </ul>	De Tie Presenter
4:00-4:15pm	<b>Update on Meeting with Superintendent</b>	De Tie

4:15-4:25pm	<i><b>Closing and Appreciations</b></i>	Everyone
4:25-4:40pm	<b>Faculty Council</b>	

Frick Impact Academy  
School Site Council Meeting (SSC)  
Coffee & Conversations  
February

**Establish Quorum:** 1 Principal, 2 Staff, 4 Teachers, 6 Parents- Quorum not meet- meeting rescheduled for 2/21

**Members Present:** Dewanna Slaughter, Christina Anderson, Latora Baldrige, Catherine Cotter, Jasmine Taylor, Cassandra Baker, Kenya Mitchell, Robert Smith. Julicto

**Meeting called to order at**

- I. Welcome
- II. Call for any additions/deletions of agenda items
- III. Reading and approval of previous minutes
  - A. Could not approve because quorum was not established
- IV. Principal Presentation: 2019-20 Budget presented.

**A. Measure G1-What is G1? What is the purpose?**

1. Parcel Tax. Supporting middle school electives.
2. Measure G was previously funded for additional therapist, and trauma informed creative writing class- this year we added Niroga Institute to expand Tier 1 services through Dynamic Mindfulness
  - a) Ms. De Tie takes parents through DM
3. G1 self assessment reflection
4. Total allocations for FIA \$103,075.

Object	Measure G1 Res: 9332 Prog: 1279	\$103,075
5825	Restorative Bridge Maker	\$45,000
5825	Niroga Yoga-Mindfulness	\$30,000
5825	ART-Esteem	\$28,075
5.		

**B. Title I**

**1. Title 1: \$64,271**

- a) Principal De Tie proposes to continue to fund our CSM- Jaymie Lollie \$64,271

**2. Title 1 Parent: 1,235**

- a) Parent Stipend 500
- b) Supplies Family Resource Room 735

**C. Other News at FIA Teacher Strike**

1. Teachers may strike on 2/21/19
  - a) School will be open- however there will be limited staff on site
  - b) We do not know the length of the strike
  - c) Parents can choose to keep students at home
- Establish Date of Next Meeting and Adjourn
  - March 21, 2019 6:00-7:00pm with refreshments

# Breakfast and Conversation with the Principal

SSC Meeting 2/15/19

Sign in

Parent	Student	Grade	Phone
Kenya Mitchell	Samion Vega	8 <sup>th</sup>	(510) 755-7201
R. Posthorn NELSON	Sikuma C.	7 <sup>th</sup>	(415) 368 4092
Donald Williams	Edwin Emerson	8 <sup>th</sup>	(510) 342-8293
Latora Baldrige Teacher	10 <sup>th</sup> grade	6 <sup>th</sup>	(707) 342-8661
Jasmine Taylor Staff			(510) 305 - 3567
CATHERINE Correa	Counselor	—	415 235 6839
Cassandra Baker	Ariel Baker	10 <sup>th</sup>	(510) 682-1864
Ruby L De Le	Principal		

# Breakfast and Conversation with the Principal

SSC Meeting 2/15/19

Sign in

Parent	Student	Grade	Phone
Robert Smith	OK Program	—	(510) 508 1261
(Main Speaker very little Spanish)			
Julietta	Sergio Rodolfo Garcia Jarama		510 301 9291