

Board Office Use: Legislative File Info.	
File ID Number	19-1335
Introduction Date	6/26/19
Enactment Number	19-1182
Enactment Date	6/26/19 er



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

# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Frick Impact Academy

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Frick Impact Academy



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

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## **2019-2020 School Plan for Student Achievement (SPSA)**

**School:** Frick Impact Academy  
**CDS Code:** 1612596057020  
**Principal:** Ruby De Tie  
**Date of this revision:** 5/23/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

**Contact:** Ruby De Tie  
**Address:** 2845 64th Avenue  
Oakland, CA 94605

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2019*

*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

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

# 2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Frick Impact Academy

Site Number: 203

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input checked="" type="checkbox"/> LCFF Concentration Grant         |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)  | <input type="checkbox"/> 21st Century Community Learning Centers     |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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: 5/23/2019

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

- ☐ Flyers in students' home languages ☐ Announcement at a public meeting ☐ Other (notices, media announcements, etc.)

Signatures:

Principal

*Christina Baker*

Signature

SSC Chairperson

Signature

Network Superintendent

*Michael OTIS*

Signature

Officer, State and Federal Programs

Signature

5/23/2019

Date

5/23/19

Date

5-31-19

Date

6/3/19

Date

## 2019-20 SPSA ENGAGEMENT TIMELINE

**School Site:** Frick Impact Academy

**Site Number:** 203

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$65,505.98
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$673,876.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$64,270.84	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$29,250.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,235.14	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$106,259.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$116,118.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$103,075.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$65,505.98</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$410,075.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$475,580.98</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS****1A: ABOUT THE SCHOOL****School:** Frick Impact Academy**School ID:** 203**School Description**

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

**School Mission and Vision****VISION:**

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

**MISSION:**

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

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

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

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES****Priority Strengths****Root Causes of Strengths**

Teachers consistently work in PLC to review student data, teacher practices and support one another on individual goals.	Continuously cultivating a strong collaborative community and communication.
Teachers regularly engage in peer observation and feedback cycles	School culture of continuous improvement and collaboration
Teachers regularly engage with families and communicate with students and families about academic progress	Structured time to call parents and update parent phone call tracker in PD
Teachers regularly analyze data and plan units and lessons to address findings from data dives	School culture of continuous improvement and collaboration
All staff feel confident implementing trauma-informed practices in the classroom daily	Regular professional development in trauma-informed practices in PD weekly.
<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
There are 5 new teachers on the staff who are in their 1st year of teaching.	Compensation that is not keeping pace with neighboring districts and industries
80% of students are entering the school year reading multiple years below grade level	Regular and consistent levels of intervention and RTI have not been implemented due to high teacher turn-over and budget restrictions
80% of students are entering the school year performing multiple years below grade level in math	Regular and consistent levels of intervention and RTI have not been implemented due to high teacher turn-over and budget restrictions
Limited staffing to provide amount of needed intervention classes	Budget and staffing allotment prevents the ability to offer electives including intervention classes.
High population of high needs students including special education and newcomers	Low enrollment for general education students and three special education classes on one campus

## 1C: 19-20 STUDENT GOALS & TARGETS

<b><i>District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 &amp; 6)</i></b>					
<b>School Goal:</b>	<b>Decrease the number of chronically absent students by 5% over the 2019-20 baseline by June 2020.</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
Connectedness	All Students	+5pp	48.68%	53.68%	58.68%
Suspensions	African-American Students	-2pp	20.33%	18.33%	16.33%
Suspensions	Students with Disabilities	-2pp	21.43%	19.43%	17.43%
Chronic Absence	African-American Students	-2pp	10.68%	8.68%	6.68%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

**School Goal:** 21% of students increase meeting proficient or above on SBAC decreasing the DF3 from -111 to -97.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-126.3	-111	-97
ELA SBAC	Students with Disabilities	+20 points DF3	-175.3	-155.3	-140.3
ELA SBAC	English Learners	+20 points DF3	-180	-160	-145

***District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)***

**School Goal:** 9% of students increase meeting proficient or above on SBAC decreasing the DF3 from -150 to -35

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-170.1	-150	-135
Math SBAC	Students with Disabilities	+20 points DF3	-227.5	-207.5	-192.5
Math SBAC	African-American Students	+20 points DF3	-160.1	-140.1	-125.1

***District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)***

**School Goal:** All ELLs students and parents will have an understanding of the requirements for reclassification; and how it impacts their ability to meet all A-G requirements for high school.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	2.78%	12.50%	13.50%
LTEL Reclassification	Long-Term English Learners	25%	7.69%	25.00%	25.00%

***District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)***

**School Goal:** Students will grow 100 points in SRI by May 2019

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Students	+5pp	31.85%	36.85%	45%



SRI Multiple Years Below Grade Level	All Students	-5pp	72.09%	67.09%	57%%
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#### 1D: IDENTIFIED NEED

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

#### 1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

9.10% Frick Impact Academy		SPSA Year Reviewed: 2018-19		SPSA Link: <a href="#">18-19 SPSA</a>	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		Increase the number of students proficient or advanced by 10% as measured by the ELA SBAC.			
Theory of Action for Language & Literacy:		If we focus on the instructional core (the relationship between students, teacher, content & task) and hold students to high expectations, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		All Students		31.0%	9.10%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Overall we were able to implement: Improvement in instruction as measured by teachers' growth and development and ability to meet individual goals consistently observing and providing teachers with feedback. Also we were able to provide feedback to teachers around-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions to students.					
What evidence do you see that your practices are effective?					
Observation and feedback data. Teacher collective growth, student understanding of their data. Data on the IABs and student ability to persist.					
What are some possible implications for your 2019-20 SPSA?					
We should continue to implement regular observation and feedback cycles to improve teacher practice and instruction.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		Increase the number of students proficient or advanced by 10% over the 2017-18 baseline by June 2019 as measured by the Math SBAC.			
Theory of Action for Standards-Based Instruction:		If we focus on the instructional core (the relationship between students, teacher, content & task) and hold students to high expectations, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC Math		All Students		-159.8	-143.8
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					

Overall we were able to implement: Improvement in instruction as measured by teachers' growth and development and ability to meet individual goals consistently observing and providing teachers with feedback. Also we were able to provide feedback to teachers around-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions to students.

**What evidence do you see that your practices are effective?**

Observation and feedback data. Teacher collective growth, student understanding of their data. Data on the IABs and student ability to persist.

**What are some possible implications for your 2019-20 SPSA?**

We should continue to implement regular observation and feedback cycles to improve teacher practice and instruction.

<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Culture &amp; Climate</b>		
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	Decrease the number of chronically absent students by 5% over the 2015-16 baseline by June 2018.		
<b>Theory of Action for Conditions for Student &amp; Adult Learning:</b>	If we are clear on the standards we are teaching and how to get students to mastery, have protected time to plan culturally responsive, rigorous lessons based on student needs & adjust instruction based on data, Students, families, and teachers will feel efficacious and students' academic and social/emotional needs will be met. If we create a culturally responsive system of discipline and hold students to high expectations around behavior and relationships with peers, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Chronic Absence	Low-Income Students	12.6%	10.60%

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Participation in the Oakland Natives Gives Back (ONGB) Attendance Learning Institute. Promoting ONGB attendance challenges. Positive incentives/recognition for students at award ceremonies. Persistent messageing of attendance expectations to parents via phone calls, letters, and text messages. There was a staffing change with our attendance clerk with no one in the position from the start of the year until a new attendance clerk was hired in October 2018. Use of SART, SARB, and DA practices to create accountability with truant and chronically absent families. For homeless students staff will work with student support team and set student up with case manager to promote attendance and meet students needs.

**What evidence do you see that your practices are effective?**

Students do respond well to incentives; over 50 students were eligible to attend an incentive field trip for AA students during Black History Month. We have had 4 ONGB incentive winners. Families that do move up and through SARB process and above do improve communication with school regarding attendance.

**What are some possible implications for your 2019-20 SPSA?**

Maintain and increase attendance efforts bases on pre OEA teacher strike results. Using attendance rates more frequently as a qualifier for participation on school events such as field trips.			
<b>18-19 Conditions for English Language Learners Priority:</b>	<b>EL Reclassification</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	All ELLs students and parents will have an understanding of the requirements for reclassification; and how it impacts their ability to meet all A-G requirements for high school.		
<b>Theory of Action for Conditions for English Language Learners:</b>	We will use school-wide EL strategies to support all students. LTELs will be closely monitored and given additional supports in classroom and during intervention to accelerate language development.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Reclassification	All Students	12.5%	10.20%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
We were able to implement English Language instruction strategies across all content levels by streamlining reading and writing supports in all classrooms, focusing on word-study, close reading, and vocabulary development, as well as providing structured supports for ELL students. We used digital materials to supplement learning including booknook, readingA-z, mobymax which are programs specifically designed to provide intervention for language learners and improve reading and writing abilities.			
<b>What evidence do you see that your practices are effective?</b>			
Students who regularly used the supplementary programs saw improvement in reading, writing and language development as measured by SRI scores and teacher observations. Students were able to be successful in all content areas through the use of streamlined strategies and teachers were better prepared to meet the needs of students as measured by professional development feedback forms.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
The supplementary programs that we used this year were successful and we saw growth of students who used these programs regularly which indicates they should be purchased for the 2019-20 school year.			
<b>18-19 Arts, Music &amp; World Languages Priority:</b>	<b>High School Readiness</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	We will increase the number of 8th grade student who are high school ready by 10%.		
<b>Theory of Action for Conditions for English Language Learners:</b>	We create an Individualized Learning Plan for every student which includes social/emotional and academic goals, train students & teachers to monitor these goals, Students, families, and teachers will feel efficacious and students' academic and social/emotional needs will be met and students will be prepared to navigate HS.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
High School Readiness	All Students	54.0%	49.30%

<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>
We were able to imlemement Individual Learning Plans for all 8th grade students that included academic goals. We held parent conferences to monitor goals each trimester and offered "study skills" as elective classes for 8th grade students. We offered extended learning opportunities for students including Salesforce computer science day, field trips and electives.
<b>What evidence do you see that your practices are effective?</b>
We measured success through parent - teacher conferences in which we had more than half of 8th grade parents attend. Students set goals and reflected on their growth throughout the year in humanities classrooms. 8th grade students were able to have extra time to complete missing assignments and prepare for unit exams in their Study Skills classes.
<b>What are some possible implications for your 2019-20 SPSA?</b>
Some implications are that Study Skills elective was successful and should be offered in 2019-20. We can also work to strengthen parent-teacher conferences and individual learning plans.
<b>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</b>
<b>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</b>
N/A

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

**School:** Frick Impact Academy

**School ID:** 203

### 3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

#### *District Strategy:* Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

**School Priority:** Culture & Climate

**School Theory of Change:**

If we are clear on the standards we are teaching and how to get students to mastery, have protected time to plan culturally responsive, rigorous lessons based on student needs & adjust instruction based on data, Students, families, and teachers will feel efficacious and students' academic and social/emotional needs will be met. If we create a culturally responsive system of discipline and hold students to high expectations around behavior and relationships with peers, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks.

**Related School Goal(s):** Decrease the number of chronically absent students by 5% over the 2019-20 baseline by June 2020.

**Students to be Served by these Practices** All students, with a focus on African-American students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	-Teachers create safe classrooms by modeling and creating opportunities for students to use Restorative Justice practices, NNN, and teach students desired behaviors (PBIS)	-Monthly culture walks, assessing physical space (cleanliness, updated student work posted, teacher bulletin boards) -NNN, RJ, PBIS in order to norm staff around appropriate and acceptable student behaviors	Full use and integration of mindfulness practices and spaces in the classroom by student and teacher. Full use and integration of RJ practices in the classroom as a community practice. Full use and integration RJ practices to mediate conflicts between school community members. Common behavior hierarchy that students can expect to see used by all staff on site. Behavior expectations messages clearly in both written and verbal form.
1-2	-Teachers foster caring relationships with students and know who they are to support all students, but especially students in transition, such as foster or homeless youth	-Student and family survey around school cleanliness, safety, and pride in building - Student survey 3x asking students specific questions measuring "feeling" of safety and relationships with adults on campus - Attendance goals and reward systems for students and families	1:1 student to teacher check ins during advisory times. Leadership students supporting recycling program. Use of COST forms to support students in transitional living situations. Regular student awards for attendance. Weekly attendance team meetings with a focus on proactive actions related to attendance.

1-3	-Participate and lead students in Mix-It-Up days, school celebrations	-Student and family survey around school cleanliness, safety, and pride in building - Student survey 3x asking students specific questions measuring "feeling" of safety and relationships with adults on campus	Marking period celebrations that recognize academic achievement, academic growth, and growth in attendance. School dances after school where students are able to attend based on strong academic performance. Spirit week activities that support a positive school culture.
1-4	-Teachers take daily attendance and monitor students in advisory who are absent more than 2 days.	Set expectations for school wide systems and provide support for meeting standards Create attendance team to monitor and track student attendance. Support with COST	Goal and expectation setting at back to school PDs. Weekly report on our current CA rate in weekly school leadership newsletter. Calendar reminders set for attendance clerk to check for missing attendance in the first 10-15 minutes of each period daily. Calendar reminder set for attendance clerk to send principal list of missing students daily @ noon. List of teacher missing attendance sent out over Slack communication system. Verbal reminders at the end of the period and day for any teachers who have missed turning in a period of attendance. Spot awards for teachers who have successfully turned in attendance on time.

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority:</b>		Mathematics	
<b>School Theory of Change:</b>		If we focus on the instructional core (the relationship between students, teacher, content & task) and hold students to high expectations, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks	
<b>Related School Goal(s):</b>		9% of students increase meeting proficient or above on SBAC decreasing the DF3 from -150 to -35	
<b>Students to be Served by these Practices</b>		All Students with a focus on African American Students	
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>

2-1	-Teachers will have a normed understanding of Rigor	Observation & Feedback: -Leaders will observe and provide feedback to teachers weekly on key lever, Professional Development (Rigor & Relevance): -for teachers to develop normed understanding of Rigor	Improvement in instruction as measured by teachers' growth and development and ability to meet individual goals.
2-2	Teachers accurately diagnose each student's knowledge and skill level to help meet the needs of all students, including low-performing students, students in resource and with students with disabilities.	-Leaders will monitor teacher instructional goals providing feedback on goals each marking period Teachers will engage in Standards based backwards mapping/planning & teaching (CCSS) - Teachers participate in PLCs and use student data to inform and adjust instructional practice -Teachers set personal professional goals to improve instructional practices and reflect on them every marking period.	Students individual progress in Blueprint math as well as in their math class. Walkthrough tools that measure student ability to identify the purpose of task and personal growth.
2-3	-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions	-Leaders will monitor teacher instructional goals providing feedback on goals each marking period Teachers will engage in Standards based backwards mapping/planning & teaching (CCSS) - Teachers participate in PLCs and use student data to inform and adjust instructional practice -Teachers set personal professional goals to improve instructional practices and reflect on them every marking period.	Observation and feedback tracker that shows teacher growth and development. Student work protocol-teachers consistently providing feedback to student work using protocols- Increased time on task in classrooms and walkthrough tools.

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority:</b>	Literacy
<b>School Theory of Change:</b>	If we focus on the instructional core (the relationship between students, teacher, content & task) and hold students to high expectations, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks
<b>Related School Goal(s):</b>	21% of students increase meeting proficient or above on SBAC decreasing the DF3 from -111 to -97. Students will grow 100 points in SRI by May 2019



Students to be Served by these Practices		All students with a focus on Economically Disadvantaged Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	-Teachers will have a normed understanding of Rigor	Observation & Feedback: -Leaders will observe and provide feedback to teachers weekly on key lever, Professional Development (Rigor & Relevance): -for teachers to develop normed understanding of Rigor	Improvement in instruction as measured by teachers' growth and development and ability to meet individual goals.
3-2	Teachers accurately diagnose each student's knowledge and skill level	-Leaders will monitor teacher instructional goals providing feedback on goals each marking period -Calibration around student writing using argumentation rubric, setting school-wide writing goals focused on a specific aspect of the rubric -F&P administration and tracking and analyzing student needs for reading (6th grade only as students transition to middle school)	Students reading and literacy growth as measured by the SRI , HWT and unit task. Walkthrough tools that measure student ability to identify the purpose of task and personal growth.
3-3	-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions	-Leaders will monitor teacher instructional goals providing feedback on goals each marking period Teachers will engage in Standards based backwards mapping/planning & teaching (CCSS) -Teachers participate in PLCs and use student data to inform and adjust instructional practice -Teachers set personal professional goals to improve instructional practices and reflect on them every marking period.	Observation and feedback tracker that shows teacher growth and development. Student work protocol-teachers consistently providing feedback to student work using protocols- Increased time on task in classrooms and walkthrough tools.

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority:</b>	EL Reclassification
<b>School Theory of Change:</b>	We will use school-wide EL strategies to support all students. LTELs will be closely monitored and given additional supports in classroom and during intervention to accelerate language development.

<b>Related School Goal(s):</b>		All ELLs students and parents will have an understanding of the requirements for reclassification; and how it impacts their ability to meet all A-G requirements for high school.	
<b>Students to be Served by these Practices</b>		Students who are English Language Learners and Newcomer Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Most qualified teachers support LTELs twice/week targeting language instruction -	-Provide extended contract for teachers who teach LTELs -Provide additional PD around language development	Monitor student language growth through assessments and student work.
4-2	Newcomer teachers: -give assessments to assess student learning & needs: Diagnostics, formative, benchmark, summative -accurately diagnose each student's knowledge and skill level -	-Intentionally educate whole school around Newcomers. Teachers will engage in Standards based backwards mapping/planning & teaching language standards	Newcomer walkthroughs that measure student discourse and promote grade-level standards.
4-3	prescribe learning tasks appropriate to a student's levels -structure engaging lessons around the learning tasks and give clear, concise task directions	-Curriculum (Lexia, National Geographic) -Teachers participate in PLCs and use student data to inform and adjust instructional practice	Newcomer walkthroughs that measure student discourse and promote grade-level standards.
4-4	-have substantive teacher-student interaction during the lesson, such as: modeling, guiding students as they practice, asking probing questions, giving corrective feedback	Provide feedback to teachers weekly - Teachers set personal professional goals to improve instructional practices and reflect on them every marking period.	Teacher observation tracker, monitor teacher growth through teachboost through individual professional and practice goals.

## ARTS, MUSIC & WORLD LANGUAGES

<b>School Priority:</b>	High School Readiness		
<b>School Theory of Change:</b>	We create an Individualized Learning Plan for every student which includes social/emotional and academic goals, train students & teachers to monitor these goals, Students, families, and teachers will feel efficacious and students' academic and social/emotional needs will be met and students will be prepared to navigate HS.		
<b>Related School Goal(s):</b>	Decrease the number of chronically absent students by 5% over the 2019-20 baseline by June 2020.		
<b>Students to be Served by these Practices</b>	All students with a focus on Economically Disadvantaged Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

5-1	-Teachers create standing meeting time (during advisory) with each advisee to discuss social/emotional goal and academic goal (ILP), including differentiation for GATE students and targeted support for African-American males	-Leaders provide platform to track and monitor ILPs Professional Development (Advisory): -What it means to be a family liaison? Advisor? -Home Visits - High leverage parent communication -Monitoring and implementing independent reading - Monitor ILPs and goal setting	Increased parent participation in school activities. Walkthrough that measures student ability to discuss their personal goals and plan to achieve their goals.
5-2	Teachers collaborate with after school teaches to discuss needs of student support during extended day	-Leaders provide PD time to collaborate with after school teachers to support student learning Student support team includes members from school-day staff and after school staff that meet weekly.	Increased homework return rate. Weekly meeting agenda and notes between after school liason and school day staff.
5-3	-Teachers growth-mindset practices and use language to support Work Hard Get Smart theory	-Leaders model growth-mindset practices with teachers during observation and feedback Support teachers to use language that promotes growth and perserverance.	Provide a survey to teachers and staff 3xs per year. Walkthrough tool that measures teacher languaged used with students. Movement of student responses to challenges of "I don't understand" to "What am I missing?" Movement of studnet responses to challenges from "I give up" to "I'll use some of the strategies I have learned." Movement of students responses to challenges from "I made a mistake" to "Mistakes help me learn."

**PROPOSED 2019-20 SCHOOL SITE BUDGET**
**Site Number: 203**
**School: Frick Impact Academy**

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$116,118.00	After School Education & Safety (ASES)	EBAYC program	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Teachers collaborate with after school teaches to discuss needs of student support during extended day	203-1
\$8,650.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	203-2
\$10,000.00	General Purpose Discretionary	Uniforms	Goal 5: Students are engaged in school every day.	4380	Uniforms		n/a		Overall support for academic and social-emotional practices	203-3
\$10,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreeemt		n/a		Overall support for academic and social-emotional practices	203-4
\$14,975.00	LCFF Concentration	Humanities teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3379	Teacher, Structured English Immersion	0.22	-Teachers foster caring relationships with students and know who they are to support all students, but especially students in transition, such as foster or homeless youth	203-5
\$9,879.00	LCFF Concentration	Teacher Extended Contracts	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		-Provide extended contract for teachers who teach LTELs - Provide additional PD around language development	203-6
\$146.00	LCFF Concentration	Surplus	n/a	4399	Surplus		n/a		n/a	203-7
\$15,192.00	LCFF Supplemental	.2 attendance clerk	Goal 5: Students are engaged in school every day.	2405	Clerical Salaries	3194	Attendance Specialist, Bilingual	0.20	Set expectations for school wide systems and provide support for meeting standards Create attendance team to monitor and track student attendance. Support with COST	203-8

\$24,104.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		<ul style="list-style-type: none"> <li>-Leaders will monitor teacher instructional goals providing feedback on goals each marking period 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>	203-9
\$5,428.00	LCFF Supplemental	Chromebooks	Goal 2: Students are proficient in state academic standards.	4420	Computer < \$5,000		n/a		<ul style="list-style-type: none"> <li>-Curriculum (Lexia, National Geographic)</li> <li>-Teachers participate in PLCs and use student data to inform and adjust instructional practice</li> </ul>	203-10
\$729.00	LCFF Supplemental	Community Schools Manager salary overage	Goal 6: Parents and families are engaged in school activities.	5730	Community Schools Program Manager		n/a		<ul style="list-style-type: none"> <li>-Leaders provide platform to track and monitor ILPs Professional Development (Advisory):</li> <li>-What it means to be a family liaison? Advisor?</li> <li>- Home Visits - High leverage parent communication - Monitoring and implementing independent reading - Monitor ILPs and goal setting</li> </ul>	203-11
\$58,843.00	LCFF Supplemental	Counselor .5FTE	Goal 5: Students are engaged in school every day.	5732	Counselor		n/a	0.50	<ul style="list-style-type: none"> <li>-Teachers foster caring relationships with students and know who they are to support all students, but especially students in transition, such as foster or homeless youth</li> </ul>	203-12
\$5,000.00	LCFF Supplemental	Bus Transportation	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		<ul style="list-style-type: none"> <li>-Teachers foster caring relationships with students and know who they are to support all students, but especially students in transition, such as foster or homeless youth</li> </ul>	203-13

\$5,000.00	LCFF Supplemental	Admission for field Trips	Goal 5: Students are engaged in school every day.	5829	Admission Fees		n/a		-Teachers foster caring relationships with students and know who they are to support all students, but especially students in transition, such as foster or homeless youth	203-14
\$5,000.00	LCFF Supplemental	ST MATH/NC Curriculum licensing	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		-Curriculum (Lexia, National Geographic) -Teachers participate in PLCs and use student data to inform and adjust instructional practice	203-15
\$30,373.00	Measure G	Books	Goal 4: English Learners are reaching fluency.	4200	Books other than Textbooks		n/a		-Curriculum (Lexia, National Geographic) -Teachers participate in PLCs and use student data to inform and adjust instructional practice	203-16
\$28,075.00	Measure G1	ART-Esteem	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Set expectations for school wide systems and provide support for meeting standards Create attendance team to monitor and track student attendance. Support with COST	203-17
\$30,000.00	Measure G1	Niroga Yoga/Mindfulness	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Set expectations for school wide systems and provide support for meeting standards Create attendance team to monitor and track student attendance. Support with COST	203-18
\$45,000.00	Measure G1	Restorative Bridge Maker	Goal 4: English Learners are reaching fluency.	5825	Consultants		n/a		Set expectations for school wide systems and provide support for meeting standards Create attendance team to monitor and track student attendance. Support with COST	203-19
\$13,858.00	Principal Innovation Fund	Maker Space Supplies	Goal 5: Students are engaged in school every day.		n/a		n/a		-Curriculum (Lexia, National Geographic) -Teachers participate in PLCs and use student data to inform and adjust instructional practice	203-20

\$80,000.00	Principal Innovation Fund	Blueprint (4-5 fellows)	Goal 2: Students are proficient in state academic standards.		n/a		n/a	-Leaders will monitor teacher instructional goals providing feedback on goals each marking period Teachers will engage in Standards based backwards mapping/planning & teaching (CCSS) - Teachers participate in PLCs and use student data to inform and adjust instructional practice - Teachers set personal professional goals to improve instructional practices and reflect on them every marking period.	203-21
\$20,000.00	Principal Innovation Fund	Teacher Stipends: Aug Retreat, ILT, Culture Team, Sat School	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a	-Provide extended contract for teachers who teach LTELS - Provide additional PD around language development	203-22
\$17,000.00	Principal Innovation Fund	Computer Science Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	-Curriculum (Lexia, National Geographic) -Teachers participate in PLCs and use student data to inform and adjust instructional practice	203-23
\$10,000.00	Principal Innovation Fund	Aug School Retreat: facilities etc.	Goal 2: Students are proficient in state academic standards.		n/a		n/a	Provide feedback to teachers weekly - Teachers set personal professional goals to improve instructional practices and reflect on them every marking period.	203-24
\$15,000.00	Principal Innovation Fund	Teacher PD/Conference	Goal 2: Students are proficient in state academic standards.		n/a		n/a	-Provide extended contract for teachers who teach LTELs - Provide additional PD around language development	203-25
\$30,000.00	Principal Innovation Fund	Newcomer Trauma Informed Service	Goal 4: English Learners are reaching fluency.		n/a		n/a	-Teachers foster caring relationships with students and know who they are to support all students, but especially students in transition, such as foster or homeless youth	203-26

\$64,271.00	Title I: Basic	Community Schools Manager	Goal 6: Parents and families are engaged in school activities.	5730	Community Schools Program Manager		n/a		-Teachers foster caring relationships with students and know who they are to support all students, but especially students in transition, such as foster or homeless youth	203-27
\$500.00	Title I: Parent Participation	Parent Stipend	Goal 6: Parents and families are engaged in school activities.	2220	Classified Support Salaries: Stipends		n/a		All ELLs students and parents will have an understanding of the requirements for reclassification; and how it impacts their ability to meet all A-G requirements for high school.	203-28
\$735.00	Title I: Parent Participation	Supplies for Family Resource Room	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		All ELLs students and parents will have an understanding of the requirements for reclassification; and how it impacts their ability to meet all A-G requirements for high school.	203-29



# **FRICK IMPACT ACADEMY**

## **Title I School Parental Involvement Policy 2018-19**

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

### **Involvement of Parents in the Title I Program**

**Frick Impact Academy agrees to implement the following statutory requirements:**

- **Will convene an annual Title I meeting to perform the following:** □

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

**Frick Impact Academy's Family Resource Center will be in charge of making sure the Title I meeting happens on September 14, 2018. The Family Engagement Director and support staff is responsible for:**

- **The meeting will happen in the School's Multi-Purpose Room**
- **Conducting the meeting and sharing the Title 1 details with parents**

- Offer a flexible number of meetings for parents. □

This meeting will take place on August 29, 2018 to accommodate both employed and unemployed parents.

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

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

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

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

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

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

- • Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children

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

## **School-Parent Compact**

Frick Impact Academy has jointly developed with and distributed to

parents of Title I students a School-Parent Compact that outlines

how parents, the school staff, and students will share the responsibility for improved student academic achievement. It

also describes how the school and parents will develop a partnership to help children reach proficiency on the California

content standards. As a reminder, please retain all School-Parent

Compact documentation for each student at your site for auditing

purposes.

## **Building Parent Capacity for Involvement**

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

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

1. The State of California's academic content standards
2. The State of California's student academic achievement standards
3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
4. Academic proficiency levels students are expected to achieve
5. How to monitor their child's progress

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

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

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

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

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

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

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

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

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

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

## **Accessibility □**

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.□

- **The FIA staff is composed of individuals who speak many languages including English, Spanish, and Arabic. RIA will utilize electronic translation devices and translators to accommodate languages not mentioned. The FRC and Main Office are fully bilingual (English and Spanish) and translate all documents in both languages. The grounds on campus can accommodate students and families with disabilities (such as elevators, wheelchair ramps).**

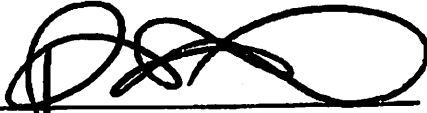
## **Adoption**

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

This policy was adopted by the Frick Impact Academy School Site Council on 11/6 and will be in effect for the 2018-19 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local

community. The Frick Impact Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

*Ruby Lee De Tie*



Ruby L De Tie (Principal)

3/8/19

(Date)

## Secondary School Compact

\_\_\_\_\_  
School Name

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

### Student Pledge:

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

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

\_\_\_\_\_  
Student signature

### Parent/Guardian or Family Member Pledge:

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

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

\_\_\_\_\_  
Parent/Guardian or Family member signature



## Teacher Pledge:

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

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

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Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.



# 2018-19

## School Site Council Membership Roster – Middle School

School Name: Frick Impact Academy

**Chairperson :** Cassaundra Baker

**Vice Chairperson:** Ebony Glenn

**Secretary:** Diane Lopez

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Cassaundra Baker				X	
Tammy Hernandez				X	
Diane Lopez				X	
Letitia Tate				X	
Beatrice Rubio				X	
Donald Williams				X	
Alejandra Garcia			X		
Latora Baldrige		X			
Emma LaPlante		X			
Ruby De Tie	X				
Kate Wessels		X			
Christina Anderson		X			

Meeting Schedule (day/month/time)	Last Friday of the month 9am PCR
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### SSC Legal Requirements: (Ed. Code 52852)

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

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