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

# Memo

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2020-2021 School Plan for Student Achievement (SPSA) for Frick United Academy of Language.

**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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Frick United Academy of Language



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Frick United Academy of Language  
**CDS Code:** 1612596057020  
**Principal:** Jarod Scott (Interim)  
**Date of this revision:** 5/20/2020

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:** Jarod Scott  
**Address:** 2845 64th Avenue  
Oakland, CA 94605

**Position:** Interim Principal  
**Telephone:** 510-729-7736  
**Email:** jarod.scott@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/20*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

### School Site:

Frick United Academy of Language

### Site Number: #N/A

<input type="checkbox"/> Title I Schoolwide Program	<input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input 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: 5.29.20

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:

Jarod M. Scott

*Jarod M. Scott*

5.20.20

Principal

Signature

Date

Deirdre Mercedes

*Deirdre Mercedes*

5/29/2020

SSC Chairperson

Signature

Date

Mark Triplett

*Mark Triplett*

5.20.20

Network Superintendent

Signature

Date

Lisa Spielman

*Lisa Spielman*

6/4/2020

Director, Strategic Resource Planning

Signature

Date

*Jody London*

8/27/2020

Jody London  
President, Board of Education

*Kyla Johnson-Trammell*

8/27/2020

Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

## 2020-21 SPSA ENGAGEMENT TIMELINE

**School Site:** Frick United Academy of Language

**Site Number:** 219

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$280,330.00
Total Federal Funds Provided to the School from the LEA for CSI	\$143,150.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,000,373.00

### 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)	\$134,292.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$27,525.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,888.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$295,800.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$80,040.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$143,150.00	TBD	After School Education and Safety Program (ASES #6010)	\$125,911.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$190,767.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$280,330.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$720,043.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,000,373.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Frick United Academy of Languages**School ID:** 219**School Description**

Frick SOL is a newly merged public middle school in Oakland. The school leaders, staff, and communities of Frick Impact Academy and Oakland School of Language came together to design a new school for middle school students in East Oakland. Frick SOL will provide a Spanish-English dual language program to all students to support and develop bilingualism and biliteracy, a rigorous academic program and social emotional learning.

**School Mission and Vision**

**VISION:** Frick SOL partners with families and community to create a space where students can practice cultural humility to build friendships across cultures and languages, embrace and celebrate difference, recognize and disrupt racial oppression, and feel safe and confident to take the risks necessary to challenge and reimagine current systems as they act as agents of change in their community and the world.

**MISSION:** Frick SOL, a public middle school in East Oakland reflects and embraces the full range of diversity and multilingualism Oakland provides. We ensure all students:

~are Academically Proficient and have access to an innovative, rigorous and responsive learning environment

~value Bilingualism/Biliteracy and have multiple opportunities to read, write and speak in two or more languages

~feel a sense of Cultural and Identity Belonging and grow a positive sense of their own cultural identity, and an ability and openness to interact across cultures

~embody Social-Emotional Literacy and learn to master self and social awareness, responsible decision-making and relationship skills

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	8th Grade high school readiness indicators saw positive growth from the beginning of the year to the mid-year checkpoint, with additional	Strong counseling staff with High School readiness and SEL components
<i>Focal Student Supports</i>	Our focal student populations are accessing social emotional support that is offered.	Strong partnerships with mental health service agencies, including intern programs. Case management for target populations that makes and follows-up on referrals.

<i>Student/Family Supports</i>	Students and families are adept at accessing needed family supports provided both on site, and community supports. Families were responsive to communications from the site especially related to food and housing supports. This demonstrates their resiliency. Families are responsive and actively engaged in relationship building activities such as counseling supports and home visits. We maxed out our EBAC behavioral health services and have to leverage interns to meet the needs of students and families. Students and families have actively engaged in the COST process often self referring for services. Students and families are deeply engaged in expanded day activities as evidence by the high levels of support at sporting events. Families are deeply committed to the long term success of the school as evidenced by consistent parent presence at design team meetings, even during COVID.	Student and a families have established their expectations of success for their students academically and behaviorally and communicate their goals to the site clearly. They have a deep understanding of what success means to them. They are very self-aware; acknowledging the challenges to meeting those goals (internally and externally) and naming the supports they need from the school community. This shows a strong skillset of self advocacy. Our families come to us with a sense of joyfulness despite the hardships they face as demonstrated by their attendance and participation in school celebrations.
<i>Staff Supports</i>	Staff use of two primary supports, Wellness Champion and Wellness Coach, are strong and consistent, with people participating in wellness check-ins, community building activities, and healthy food/drink options.	Strong commitment from and support for our dedicated staff wellness people (Ms. Jackie and Mr. McGee).
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	Students are leaving Frick many years below grade level, even after attempts at intensive interventions.	Students entering many grade levels below standard and needing to learn not only academic skills but also the soft skills of "how to do school." This particular challenge is also compounded by the challenges below.
<i>Focal Student Supports</i>	All of our focal student populations missed out on months of instruction and were not connected to needed academic interventions and supports in a timely manner.	Instability in staffing at all levels of the school, in addition to added obstacles from navigating an impending school merger and restrictions in resources from previous years, led to a backlog in responding to students' academic needs.

<i>Student/Family Supports</i>	We have yet to recover from the blow to our Chronic absence data that began during the labor actions of last year.	All school across Oakland suffered from the teacher strikes, not only because of the loss of learning, but the break in healthy attendance habits. In addition, families in our attendance area battle multiple systemic challenges that make getting students to school difficult (mental and physical health, job markets, gentrification, etc.)
<i>Staff Supports</i>	Teacher turnover continues to be a challenge, we started the year with 9 teachers (of 13) in their first or second year of teaching. We also had 6 teachers resign at some point during the school year.	Second hand trauma from working in East Oakland, administrator and coach/ TSA turnover, poor working conditions and pay.

### 1C: 20-21 STUDENT GOALS & TARGETS

#### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

<b>School Goal for May 2023:</b>	All students experience rigorous, literacy-based instruction and demonstrate significant academic gains.
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**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-119.4	n/a	-104.4
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	53.9%	n/a	58.9%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-167.0	n/a	-152.0
CAST (Science)	All Students	TBD	3.2%	n/a	3.2%

#### Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

<b>School Goal for May 2023:</b>	All focal student groups experience engaging, culturally-responsive instruction and demonstrate significant academic gains.
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**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.



Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-173.7	n/a	-153.7
SBAC ELA	African-American Students	+20 points DF3	-112.2	n/a	-92.2
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	63.7%	n/a	58.7%
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
SBAC Math	Students with Disabilities	+20 points DF3	-232.8	n/a	-212.8
SBAC Math	African-American Students	+20 points DF3	-158.0	n/a	-138.0
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	6.1%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	6.3%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Reduce suspensions to below 10% and reduce chronic absence to below 20%.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	43.6%	n/a	48.6%
Suspensions	All Students	-2pp	5.9%	n/a	3.9%
Suspensions	African-American Students	-2pp	10.8%	n/a	8.8%
Suspensions	Students with Disabilities	-2pp	25.0%	n/a	23.0%
Chronic Absence	All Students	-2pp	39.0%	n/a	37.0%

Chronic Absence	African-American Students	-2pp	43.4%	n/a	41.4%
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**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

**School Goal for May 2023:** Establish an 85% retention rate among our staff.

School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Staff retention	all students	n/a	n/a	75.0%	85.0%

#### 1D: IDENTIFIED NEED

**Instructions:** 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: RESOURCE INEQUITIES

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Due to local, state, and national trends, Frick SOL students continue to lack equitable access to funding. California is in the bottom of per capita state spending on education and our school district combines some of the lowest teacher compensation with some of the highest housing and living costs. At Frick SOL almost the entire student body is a focal population requiring additional support for important student groups. Schools in East Oakland such as Frick SOL disproportionately employ novice teachers which requires our school to expend resources to provide support to novice teachers and their students. These impacts are all difficult to mitigate given existing funding.

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

**Instructions:** 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Frick Impact Academy	SPSA Year Reviewed: 2019-20      SPSA Link: <a href="#">19-20 SPSA</a>
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: <b>Literacy</b>	
<b>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:</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
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
<p>Teachers leveraged the Engage New Work (ELA) curriculum to support standards aligned literacy development and assessment for students. Engage New York allowed teachers to use embedded assessment that supported student results on more formal assessments by provided various levels of scaffolding and rigor.</p> <p>We leverage our GetLit reading campaign to incentivize Sustained Silent Reading; creating an internal motivation for students to read independently in a controlled space (the classroom) to encourage independent reading at home. These activities were held in our literacy block using our GetLit bookmarks (a guide to develop literacy skills) as a foundational tool.</p> <p>We had library services open two days a week with a library tech to increase the access students had to high interest content. The most popular books were manga anime books for all grade levels and programs (General Education, New Comer, and Special Education). There was also a selection of Spanish language books as well. This allowed students to learn how to select books they enjoyed at our school library which was an experience they could duplicate at the public library. All students have access to the public library via the Promise Card.</p>	
<b>What evidence do you see that your practices are effective?</b>	
Observation and feedback data. Student collective growth and understanding of their data.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We should continue to implement regular observation and feedback cycles to improve teacher practice and instruction.	
19-20 Standards-Based Instruction Priority: <b>Mathematics</b>	
<b>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:</b>	9% of students increase meeting proficient or above on SBAC decreasing the DF3 from -150 to -35
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	

Blueprint math was an anchor to the math development of students at Frick. Students were assessed early in the year using the Scholastic Math Inventory (students who scored in the lowest quartile). The ILT, guidance counselor, Blueprint Lead, SpEd, and math department reviewed the results and created cohorts of students based on grade, need, and language (there was a NC Blueprint class).

Blueprint provides for leveled group instruction for students in a small ratio increasing the ability of the teacher to craft lessons that accelerate student learning. Students are given regular feedback via exit tickets allowing them and the teacher to track progress in shorter intervals than you normally see. Students feel safe to engage in learning because they are at the same level as the other students in their group, and they do not feel alienated by the use of academic and content language they are not yet familiar with.

Blueprint support the learning of all students across programs, and increased our the integration of our academic program between General Education, Special Education, and our New Comer programs.

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

Observation and feedback data. Student collective growth and understanding of their data.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

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

**19-20 Conditions for Student & Adult Learning Priority: Culture & Climate**

<b>Theory of Change:</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>Related School Goal:</b>	Decrease the number of chronically absent students by 5% over the 2019-20 baseline by June 2020.

**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Culture is the thread that holds an academic program together and we used a variety of practices throughout the year to support that thread being strong. The year started with an adult retreat that not only was a deep data dive into academics but also culture data. It allowed new and veteran staff to make sense of the past while setting goals for the current year. We were able to add an advisory class that blended a focus on literacy, SEL, and culture in a standard rotation. We intentionally used this space to blend students to increase engagement across programs (General Education, Special Education, and New Comers). We set up weekly town halls by grade level and whole school on a rotation basis to reinforce classroom advisory learning, address any culture concerns, and celebrate our scholars.

We addressed the needs of specific groups in school day programs, extended day programs, and with special events and partnerships. Gender and ethnic specific programs such as our site-run Girls groups (African American and Hispanic-Latino), Latino Men & Boys program in collaboration with the Unity Council, and the OK Program for African American Boys in partnership with the City of Oakland and national OK Program allow for critical life skills and cultural awareness to be lifted up and celebrated.

Our yearly Men & Boy of Color conference leverages corporate volunteer and community volunteers in a day long conference that discusses, goal setting, college and career planning, and social awareness.

Our New Comer Service Program Director provided wrap around services for new comer students and families both during the day and into the extended day by heavily integrating himself into the work with our EBAYC after school program and one of their aligned partners, Soccer without Borders. His case management services partnered well with the New Comer Social Worker in supporting families in accessing legal services, immigration services, tenant advocacy, employment support, food insecurity supports, and helping them navigate educational processes such as enrollment and high school options.

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

Student feedback, OK program 50+ students on the weekend

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

We should continue to seek informal data from students

**19-20 Conditions for English Language Learners  
Priority:**

**EL Reclassification**

<b>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:</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.

**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Our EL department worked to support language development across programs with a heavy focus on language development and creating a love of reading. We leverage partners such as Arts Esteem to increase the literacy of students by embedding language development into their work. We strategically schedule their rotation at the start of the year. They learned vocabulary that are associated with feelings, and art as a content area during their rotation as evidenced by their final projects.

EL development was further supported by engaging students in a COI model around what they were reading and writing. Giving them the skills to engage in a reflective process about their own thinking about what they've read and what they are writing.

One focal event was for Black History month where all 8th grade students (regardless of program) engaged in a multi-week research project on a culturally significant figure in Black History using learned research and note-taking practices, synthesized that learning into a presentation allowing them to engage in the practice of summary, and then culminated with a presentation to the entire school allowing them to engage in public speaking, many in a language they did not start their middle school career speaking.

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

Observation and feedback data.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

We will continue to support instructional growth through regular observation and feedback.

**19-20 Arts, Music & World Language Priority: High School Readiness**

**Theory of Change:**

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.

**Related School Goal:**

Decrease the number of chronically absent students by 5% over the 2019-20 baseline by June 2020.

**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Art Esteem weekly art classes.

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

Whereas we offered an art class to some students, we did not offer art, music or world language as an elective course for credit.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

In order to support the whole child we will offer world language music and art as elective classes

**DEPARTURE FROM PLANNED 19-20 SPSA BUDGET**

**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

Changes were made due to the COVID 19 global pandemic

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Frick United Academy of Language			School ID: 219	
3: SCHOOL STRATEGIES & ACTIONS <a href="#">Click here for guidance on SPSA practices</a>				
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>				
School Priority ("Big Rock"):	Build safe & predictable learning environments by promoting culturally responsive, school-wide expectations for behavior & academics.			
School Theory of Change:	If we build safe & predictable learning environments by promoting culturally responsive, school-wide expectations for behavior & academics then our students will be successful in high school and beyond.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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.	Teacher turnover continues to be a challenge, we started the year with 9 teachers (of 13) in their first or second year of teaching. We also had 6 teachers resign at some point during the school year.
District Strategy: Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>				
School Priority ("Big Rock"):	Analyze formative assessments in relation to grade-level standards & use data to inform instructional practice.			



<b>School Theory of Change:</b>	If we analyze formative assessments in relation to grade-level standards & use data to inform instructional practice are students will operate at grade level.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	-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.	Teacher turnover continues to be a challenge, we started the year with 9 teachers (of 13) in their first or second year of teaching. We also had 6 teachers resign at some point during the school year.

<i>District Strategy: Developing <b>LANGUAGE AND LITERACY</b> Across the Curriculum</i>	
<b>School Priority ("Big Rock"):</b>	Engage students in standards-based tasks that integrate complex texts, academic discussion, and writing with evidence
<b>School Theory of Change:</b>	If we engage students in standards-based tasks that integrate complex texts, academic discussion, and writing with evidence then our students will read, speak and communicate at high levels
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	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.	Students are leaving Frick many years below grade level, even after attempts at intensive interventions.

*District Strategy:* Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Understand alignment between Curricula & Standards Focus on "Power" standards Learn routines for approaching and working with complex texts (preteaching vocabulary, Close Reading strategies, CER writing)			
<b>School Theory of Change:</b>	<a href="#">Theory of Action</a>			
<b>Related Goal(s):</b>	Teachers will be supported to continue to grow their professional practice, particularly in the realm of academic discussion.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Intentionally teach classroom rituals and routines	Create space to develop teacher capacity to create strong conditions for student learning and engagement	PD plan and agenda, PLC plan and agenda, changed teacher practice and increased student outcomes	Students are leaving Frick many years below grade level, even after attempts at intensive interventions.

4-2	Leverage grade level standards	Supports teachers in leveraging grade level standards aligned curriculum	grade level student work	Students are leaving Frick many years below grade level, even after attempts at intensive interventions.
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### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	Provide designated and integrated English Language Development daily to all English Learners according to their language proficiency. Provide ongoing professional learning to teachers to support integrated ELD across the curriculum.			
<b>School Theory of Change:</b>	If we provide English Language Learners with Language development support in all content areas and build teacher capacity to address language development across the curriculum, ELLs will make progress towards reclassification as English fluent.			
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	All students supported to access complex text, engage in academic discussion, and write from evidence.	Professional development aligned to building capacity for three core practices for academic language development.	PD calendar and agendas, classroom observations.	Students are leaving Frick many years below grade level, even after attempts at intensive interventions.
5-2	Explicit language instruction aligned to CA ELD standards.	Leverage TGDS emphasis on content language objectives (CLOs) to structure dialogue around integration of language development across the curriculum.	Classroom walkthroughs indicate presence of CLOs and alignment with ELD standards.	Students are leaving Frick many years below grade level, even after attempts at intensive interventions.

### ARTS, MUSIC & WORLD LANGUAGES

<b>School Priority ("Big Rock"):</b>	High School readiness
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<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 Goal(s):</b>	Students will build skills in fluency in a musical instrument, as well as meeting art standards. Students will be supported in developing their proficiency in a 2nd language.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
6-1	Explicit language instruction aligned to standards.	Emphasis on content language objectives (CLOs) to structure dialogue around integration of language development across the curriculum.	Classroom walkthroughs indicate presence of CLOs and alignment with common core standards.	We have yet to recover from the blow to our Chronic absence data that began during the labor actions of last year.

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number:** 219

**School:** Frick United Academy of Language

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
EBAYC After Program will provide focal student group with academic, enrichment, and social emotional supports.	\$125,911	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	All students supported to access complex text, engage in academic discussion, and write from evidence.	219-1
Salaries for teachers	\$74,922	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	7912	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions	219-2
Potentially for Culture Keeper	\$43,624	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	219-3
All students benefit from the purchase of basic supplies. Teachers will have well equiped classrooms.	\$5,525	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Create space to develop teacher capacity to create strong conditions for student learning and engagement	219-4
Students are required to wear uniforms to promote safety and easy identification on our campus.	\$12,000	General Purpose Discretionary	4380	Uniforms	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Intentionally teach classroom rituals and routines	219-5
Funds to ensure access to functioning copiers which are essential for the running of a school.	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Create space to develop teacher capacity to create strong conditions for student learning and engagement	219-6
In collaboration with other school staff, CSM will support with assuring that students and families are welcomed, safe, healthy, and engaged.	\$82,424	LCFF Concentration	2305	Classified Supervisors' and Administrators' Salaries	6429	Program Mgr Community School	0.58	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	-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	219-7
All students benefit from the purchase of basic supplies. Teachers will have well equiped classrooms.	\$1,027	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Create space to develop teacher capacity to create strong conditions for student learning and engagement	219-8

Salaries for teachers	\$63,699	LCFF Supplemental	1105	Certificated Teachers' Salaries	3515	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions	219-9
In collaboration with other school staff, CSM will support with assuring that students and families are welcomed, safe, healthy, and engaged.	\$39,791	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	6429	Program Mgr Community School	0.28	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	-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	219-10
Extended contracts for professional development & student tutoring	\$29,838	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Professional development aligned to building capacity for three core practices for academic language development.	219-11
Classified staff will provide translation services and ensure that all families have access to information regarding their children.	\$7,554	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Create space to develop teacher capacity to create strong conditions for student learning and engagement	219-12
TSA to support Humanities instruction	\$39,791	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6429	TSA 10 Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Supports teachers in leveraging grade level standards aligned curriculum	219-13
All students benefit from the purchase of basic supplies. Teachers will have well equiped classrooms.	\$11,500	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Supports teachers in leveraging grade level standards aligned curriculum	219-14
Purchase additional computers that have been lost or broken in previous years to benefit all students.	\$21,000	LCFF Supplemental	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Create space to develop teacher capacity to create strong conditions for student learning and engagement	219-15
Support for off-campus excursions related to academic work	\$5,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Leverage grade level standards	219-16

Library Technician to support access to high quality books	\$34,390	Measure G: Library	2205	Classified Support Salaries	7493	Library Technician	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	All students supported to access complex text, engage in academic discussion, and write from evidence.	219-17
Students will engage with books to ensure they are accessing grade level complex text in order to improve reading skills.	\$1,493	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	All students supported to access complex text, engage in academic discussion, and write from evidence.	219-18
Salaries for teachers	\$71,726	Measure G1	1105	Certificated Teachers' Salaries	7544	Teacher, Structured English Immersion	0.95	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions	219-19
Salaries for teachers	\$91,984	Measure G1	1105	Certificated Teachers' Salaries	4748	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	-Teachers create safe classrooms by modeling and creating opportunities for students to use Restorative Justice practices, NNN, and teach students desired behaviors (PBIS)	219-20
All students benefit from the purchase of basic supplies. Teachers will have well equiped classrooms.	\$1,269	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Create space to develop teacher capacity to create strong conditions for student learning and engagement	219-21
Salaries for teachers	\$14,196	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	7544	Teacher, Structured English Immersion	0.05	Draft LCAP Goal 1: All students graduate college, career, and community ready.	-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions	219-22
Salaries for teachers	\$26,981	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4627	Teacher, Structured English Immersion	0.25	Draft LCAP Goal 1: All students graduate college, career, and community ready.	-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions	219-23
Salaries for teachers	\$29,129	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4169	Teacher, Structured English Immersion	0.45	Draft LCAP Goal 1: All students graduate college, career, and community ready.	-Teachers structure engaging lessons around the learning tasks and give clear, concise task directions	219-24
To be allocated in Fall 2020	\$5,024	Salesforce Principal Innovation Fund	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	219-25

Salaries for teachers	\$26,367	Title I: Basic	1105	Certificated Teachers' Salaries	7460	Teacher, Structured English Immersion	0.35	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	-Teachers create safe classrooms by modeling and creating opportunities for students to use Restorative Justice practices, NNN, and teach students desired behaviors (PBIS)	219-26
Extended contracts for professional development	\$7,302	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Professional development aligned to building capacity for three core practices for academic language development.	219-27
In collaboration with other school staff, CSM will support with assuring that students and families are welcomed, safe, healthy, and engaged.	\$83,690	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	NH0-317	Program Mgr Community School	0.75	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	-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	219-28
To be allocated in Fall 2020	\$34	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	219-29
Classified staff will provide translation services and ensure that all families have access to information regarding their children.	\$1,259	Title I: Parent Participation	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All students supported to access complex text, engage in academic discussion, and write from evidence.	219-30
All students benefit from the purchase of basic supplies. Teachers will have well equiped classrooms.	\$329	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Create space to develop teacher capacity to create strong conditions for student learning and engagement	219-31
Meeting Refreshments	\$1,300	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Create space to develop teacher capacity to create strong conditions for student learning and engagement	219-32
Students will engage with books to ensure they are accessing grade level complex text in order to improve reading skills.	\$3,025	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Emphasis on content language objectives (CLOs) to structure dialogue around integration of language development across the curriculum.	219-33
Field trip transportation	\$4,000	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Leverage grade level standards	219-34



Students will have the opportunity to experience off-campus programs related to study	\$2,000	Title IV: Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Leverage grade level standards	219-35
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## OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

### School-Parent-Student Compact

#### Frick Impact Academy

2019-20

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2019-20 school year.*

#### School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- 4) Provide parents reasonable access to staff.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

#### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

#### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by allowing time for reading, homework, and extra-curricular activities.

#### **Student Responsibilities**

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Frick Impact Academy Community on September 25th, 2019, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 14, 2019.

**Signature of Principal**

**Date**



## Strategic Resource Planning

### 2019-20 School Site Council Membership Roster – Secondary

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

Chairperson :

Vice Chairperson:

Secretary:

*Place "X" in Appropriate Column*

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

Meeting Schedule  
(day/month/time)

#### **SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC;
4. **High School SSCs MUST have student members; and**
5. Parents/community members cannot be OUSD employees at the site.

