



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Quality School Development Proposal

Frick Middle School

1 Executive Summary

2 This section in its entirety will be provided to the Superintendent and the Board of
3 Education of Oakland Unified School District and will be posted online for the public to
4 review, immediately upon submission of this application. Complete this form directly
5 into the Word file for ease of formatting.

Name of Applicants/Design Team	Frick Impact Academy Proposal Writing Team
In-District or Charter Applicant	In-District
Grade Configuration	Grades 6 th -12 th
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	STEAM (Science, Technology, Engineering, Arts, Mathematics) focus
Name of Intensive Support School	Frick Impact Academy
Primary Contact (name, email, mobile phone)	Ms. Sharon Gray Sharon.gray@ousd.k12.ca.us (415) 912-6451

Frick Impact Academy

Executive Summary Narrative

A. Culture

Mission

The Frick Impact Academy will provide innovative Science, Technology, Engineering, Art and Mathematics (STEAM) curriculum for students in grades 6-12 in a robust learning environment where students are supported by the entire school community, including school leaders, teachers, other students, families, community-based organizations working on the school site and staff. School leaders, teachers, students, families and community members will work together to ensure that all students reach their full potential. *Vision:* Every Frick scholar graduates from high school, college and career ready.

The Frick Proposal Writing Team (PWT) employed a variety of outreach strategies to solicit the involvement across stakeholder groups of students, families, school and community members including: mass mailings to over 1800 households; individual interviews with stakeholders; phone banking and door knocking; a launch event in late April, where over 100 interested families attended. All outreach efforts and materials were conducted in English and Spanish. A total of 147 Letters of Intent to Enroll were submitted for 147 prospective students. In addition, 122 community residents signed statements of support for the new school.

The proposed school program proposes to build on the assets of the Frick School Community and to address the following needs articulated in the 2015 Call for Quality Schools: low enrollment; higher than average truancy and disciplinary actions; and need for additional academic support. The school's Academic Performance Index (API) in 2013 was 621, and declined by 22 points from the previous year. California Standards Tests show that approximately a quarter of Frick students are proficient in English Language Arts and Mathematics. The proposal provides for a rigorous STEAM academic program, teacher training and supports, student health and mental supports, family supports, and supplemental programming including after school, Summer and sports programs.

B. Leadership

The school leader profile accounts for Educator Development and Pipelines pillars, as set forth by OUSD's Pathway to Excellence: 2015-2020 Strategic Plan. The process of selecting Frick's ideal leader will have authentic input, including direct participation, as set forth by OUSD Board selection policies. The Frick's ideal leader will: Possess an in-depth understanding of the school's history and community; have previous work experience with the proposed targeted population; have a collaborative leadership style; be committed to attracting diverse, culturally competent staff; possess excellent personnel management experience; be the instructional leader and will have a track record of resounding passion for scholar achievement and will be firmly steeped in STEAM education; understand how critical pedagogy, inquiry-based instruction and problem solving, rigor, project-based and collaborative learning relate to these disciplines and present-day career pathways; ensure

that Frick’s education plan is data driven and will be highly adept at integrating technology in the learning environment; encourage teachers to fully engage in their own professional growth; have a track record of developing, implementing, and evaluating restorative justice practices and positive behavior intervention systems; have a history of taking risks, exercising good judgment and the ability to anticipate problems; have superb follow through; will understand the critical components of organizational management including the budgetary decision-making process; have demonstrated ability to be effective as a new administrator; and must possess an Administrative CA Credential.

C. Education Plan

Frick Impact Academy is focused on the preparation of all students for college, career, and life success. The proposed curriculum model is based on David Conley’s ***Four Keys to College and Career Readiness*** and focuses on Science, Technology, Engineering, Art, and Math (STEAM). The curricular model is aligned with California’s Common Core College and Career Readiness Anchor and grade specific standards, inclusive of 21st Century skills.

The alignment of linked learning and career pathways within the components of the ***Four Keys Model*** will support vertical alignment by providing opportunities for real life application of the strategies, content knowledge and learning skills outside of the traditional classroom, through STEAM internships and externships, service learning opportunities, and Youth Action Research.

The curriculum model, including the STEAM focus, will be culturally responsive to meet the needs of the target population of prospective scholars of color. Critical Pedagogy will provide a foundation for students to engage in a transformative educational process and reclaim ownership of their own learning including self-efficacy.

The learning environment will feature smaller class size 20:1; personalized learning; will include on-line learning (embedding technology in every classroom and 1:1 technology for every student and teacher). Further the learning environment will be collaborative across both teachers and students where each group will work in teams to provide peer support and accountability to accelerate learning.

The philosophy and approach of the model provides full access to the core curriculum and acceleration for all Frick Scholars including English Language Learners, Special Education Students, and Gifted/Talented and Academically Advanced Students.

Supplemental programs and services will include: Full Service Community Schools: Family Support, Health and Extended Day; Extended Day - Afterschool programs: Academic Support and Enrichment Programs; Sports; Summer Bridge Programs for incoming 6th Graders and outgoing 9th graders.

The Frick Impact Academy will utilize grade level appropriate assessments that will align with the curriculum and the performance goals of the school, as well as with California’s Common Core State Standards (CCCSS) and other state standards. The NWEA Measures of Academic Progress (MAP) computer adaptive interim assessments will be implemented at

the Frick Impact Academy. MAP assessments will be administered 3 - 4 times per year in Reading, Language Arts, and Math.

D. Teaching

Teacher Coaching will enable all teachers to implement a technology-infused, project-based multicultural Common Core curriculum across various student ability levels inclusive of ELL and special education students. All persons involved in teacher coaching will receive advance training to ensure consistency in the evaluations and adherence to OEA and OUSD regulations and agreements.

Frick Impact Academy proposes to hire one FTE Teacher Coach who will serve as the point person and coordinator for all teacher coaching and professional development activities. Professional Development (PD) will be designed and implemented to strengthen teachers' capacity to serve the cultural, linguistic and learning needs of students. PD will be supported by the Principal/Teacher Coach, Instructional Leadership Teams and outside consultants with expertise on both the topic and culturally responsive teaching methodologies. A Special Education and an ELL Instructional Leadership Team will be created.

D. Facility

The recommendations for facilities include the utilization of all existing buildings and outdoor spaces to accommodate the growth of a STEAM academy that will serve scholars grades 6th through 12th. It is recommended that the first floor of the main building be modified to accommodate the middle school (grades 6th - 8th) classrooms and that the second floor house the proposed high school (grades 9th - 12th). Finally, the proposal recommends significant improvements to the outdoor space to accommodate "outdoor classrooms," a community partners building, additional green space, and sports facilities.

The modifications are necessary in order to implement the STEAM programs outlined in this proposal, the existing building classroom spaces must be upgraded to meet 21st Century Classroom guidelines as described in the OUSD Facilities Master Plan. In addition, the proposed classroom modifications are aligned with the *OUSD Design Guidelines* that include specifications for 21st Century Classrooms, Flexible Classroom Configurations, Classroom Environment, Classroom Storage, and Classroom Technology. The modifications to the outdoor spaces are also necessary to deliver the academic STEAM program that supports an extensive sports medicine and chiropractic foci.

1 Quality School Development Pillars

2 Executive Summary

3 The Pillars of Quality School Development are to be considered throughout the school
4 proposal. In the space below please provide bullet points of elements of your proposal
5 that align with each Pillar.
6

PILLARS	<i>Elements of proposal that align to Pillars.</i>
<p>1. <u>Educator Development and Pipelines</u> –</p> <p>Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.</p>	<p>The Frick's ideal leader will:</p> <ul style="list-style-type: none">• Possess an in-depth understanding of the school's history and community;• Have previous work experience with the proposed targeted population;• Have a collaborative leadership style;• Be committed to attracting diverse, culturally competent staff; possess excellent personnel management experience;• Be the instructional leader and will have a track record of resounding passion for scholar achievement and will be firmly steeped in STEAM education;• Understand how critical pedagogy, inquiry-based instruction and problem solving, rigor, project- based and collaborative learning relate to these disciplines and present-day career pathways;• Ensure that Frick's education plan is data driven and will be highly adept at integrating technology in the learning environment;• Encourage teachers to fully engage in their own professional growth;• Have a track record of developing, implementing, and evaluating restorative justice practices and positive behavior intervention systems;• Have a history of taking risks, exercising good judgment and the ability to anticipate problems; have superb follow through;• Will understand the critical components of organizational management including the budgetary decision-making process;• Have demonstrated ability to be effective as a new administrator; and• Must possess an Administrative CA Credential.

Frick Impact Academy: Executive Summary

PILLARS	<i>Elements of proposal that align to Pillars.</i>
<p>2. <u>Strong School Culture</u>– The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.</p>	<ul style="list-style-type: none"> • Mission: The Frick Impact Academy will provide innovative STEAM activities for students, grades 6-12, in a robust learning environment where students are supported by the entire school community, including school leaders, teachers, other students, families, and community-based organizations. • School leaders, teachers, students, families and community members will work together to ensure that all students reach their full potential. • The new academy will provide relevant STEAM career pathways (e.g., Technology/Robotics and 'Art) and fully integrate Special Education and English Learner students. • Accelerated learning opportunities will be provided for all students to prepare them for college, career, and life successes. • The academy will provide socio-emotional learning supports, including Positive Behavioral Interventions and Supports (PBIS) to ensure the success of every student. • The Frick Impact Academy will be a welcoming learning environment for students, families, administrators, teachers, staff, and community partners. School leadership, administrators, and teachers will work together with site-based community partners, students, and families to monitor and track student achievement. • Teachers will feel supported and valued for their critical role in facilitating student learning. • Families will feel informed about their children's academic trajectory and able to help their children make healthy and productive choices at school, in the community, and in life. • Students will feel valued for their assets, authentic experiences, academic mastery, and their efforts to achieve. • Vision: Every Frick scholar graduates from high school and college, and is career ready. • Value Statement: We believe that access to educational opportunities, health services, and social supports should not be dictated by race, class, language, gender, or ability. We believe that when young people are healthy, they are better able to learn and succeed. We believe that students succeed when we partner with, engage and strengthen families. We believe that excellent instruction is the key to accelerating learning and can be realized in every classroom when we build on teachers assets and engage them as leaders in the school community. • Both PBIS and Restorative Justice principles will guide the behavioral and disciplinary policies and expectations of the entire school community.
<p>3. <u>Increased Time on Task</u>– Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.</p>	<ul style="list-style-type: none"> • Key Learning Skills: goal setting; persistence; self-awareness; motivation; help seeking; progress monitoring; and self-efficacy. • Key Learning Techniques: time management; study skills; test taking; note taking; memorization; strategic reading, collaborative learning and technological proficiency. • Response to Intervention (RTI) • Professional development and time for teacher collaboration • Partnership with Leadership Public Schools • Inquiry-based instruction and problem solving • Acceleration • Individualized based on the <i>zone of proximal development</i>

Frick Impact Academy: Executive Summary

PILLARS	<i>Elements of proposal that align to Pillars.</i>
	<ul style="list-style-type: none"> • Rigorous data driven, high level Instruction • Academic discourse and academic vocabulary • Bell to bell strategies (Do Now) to maximize instructional time • RTI grouping of students Tiers 1-4 to differentiate instruction • Ongoing checks for understanding (ExitTicket) • Classroom and community project-based learning (Internships, Science Fairs, Student Action Research, Hack-a-thons) • Technology will support many of the instructional strategies. • 100% of teachers will participate in professional development (PD) and lead at least one PD activity each school year, as measured by sign-in logs and agendas. • Full Service Community Schools: Family Support, Health and Extended Day • Extended Day - Afterschool programs: Academic Support and Enrichment Programs • Sports • Summer Bridge Programs for incoming 6th Graders and outgoing 9th graders.
<p>4. <u>Rigorous Academics</u> – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.</p>	<ul style="list-style-type: none"> • Key Learning Skills: goal setting; persistence; self-awareness; motivation; help seeking; progress monitoring; and self-efficacy. • Key Learning Techniques: time management; study skills; test taking; note taking; memorization; strategic reading, collaborative learning and technological proficiency. • Response to Intervention (RTI) • Professional development and time for teacher collaboration • Partnership with Leadership Public Schools • Inquiry-based instruction and problem solving • Acceleration • Individualized based on the <i>zone of proximal development</i> • Rigorous data driven, high level Instruction • Academic discourse and academic vocabulary • Bell to bell strategies (Do Now) to maximize instructional time • RTI grouping of students Tiers 1-4 to differentiate instruction • Ongoing checks for understanding (ExitTicket) • Classroom and community project-based learning (Internships, Science Fairs, Student Action Research, Hack-a-thons) • Technology to support many of the instructional strategies. • Problem formulation: hypothesize and strategize • Research: identify and collect • Interpretation: analyze and evaluate • Communication: organize and construct • Precision and accuracy: monitor and confirm • Curriculum and materials are Common Core aligned; proven to produce strong results • Free and open source material that is cost effective and readily accessible • Editable and flexible material that can be tailored to the needs of the individual students and the classroom • Grade level appropriate assessments, including baseline, interim, and summative assessments to measure and evaluate academic progress at the following levels: 1) individual student; 2) student cohorts (grade level, English Learners, gender, race/ethnicity, and students with disabilities); and 3) school-wide. • Implementation of the NWEA Measures of Academic Progress

Frick Impact Academy: Executive Summary

PILLARS	<i>Elements of proposal that align to Pillars.</i>
	<p>(MAP) computer adaptive interim assessments.</p> <ul style="list-style-type: none"> • MAP assessments will be administered 3 - 4 times per year in Reading, Language Arts, and Mathematics. • MAP assessments are cross grade, providing measurement of students performing on, above, and below grade level. • MAP assessments will: <ul style="list-style-type: none"> • Inform instruction using valid, reliable, and real time data • Measure the growth of every student over time, regardless of on, above, or below grade level performance • Engage student and families in goal-setting • Reinforce evidence-informed instructional practices • Evaluate programs and identify professional development needs • Compare and predict achievement and growth over time • Interim assessments will support academic acceleration, differentiated instruction, and data driven collaboration between teachers for program improvement. • A clear schedule for data analysis will be built into the professional development system for the school. • The data analysis protocol will call for school wide, grade level, content area, and special subgroup data analysis to monitor progress, refine and improve instruction, and identify professional development needs on an ongoing basis. • OUSD Science Benchmark Assessments will be utilized to measure student progress in Science. • State Balanced Assessment Cards will be administered in alignment with OUSD testing requirements. • Attendance, school discipline, student and parent satisfaction, and other school climate measures will be utilized to track progress towards school engagement and climate goals. • Frick Impact Academy will report data on its progress twice a year to the larger school community to engage students, parents, and community partners in the program improvement process. • The Design Team proposes specific, measurable, achievable, realistic, and timely (SMART) performance goals categorized in three overarching categories: culture, implementation, and growth.
<p>5. <u>Linked/Personalized Learning</u> – Students will be exposed throughout a K-12 program to different educational options that go beyond the “four walls” of the school in effective schools. This will include bringing relevance to students’ lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.</p>	<ul style="list-style-type: none"> • Frick Impact Academy will expand traditional classroom setting to include on-line learning, internships, externships, Youth Action Research along STEAM pathways. • Embedded technology in every classroom and 1:1 technology for every student and teacher will further accelerate linked and personalized learning by enabling scholars to access educational resources outside of the classroom. • The monthly PD topics for instructional staff will include: Linked Learning and Career Pathways: How to integrate “the real world” into your classroom and make the curriculum relevant to your students.

SECTION I. CULTURE

Introduction: The proposed Frick Impact Academy will offer a rigorous education centered on Science, Technology, Engineering, Arts, and Math (STEAM) in East Oakland. A STEAM focus will prepare the target student population for academic and career success in a 21st-century world and respond to employer needs for a more diverse workforce in rapidly growing industry sectors. Learners will experience exceptional instruction in technology-infused classrooms. Learning will be personalized, linked to students’ lived experiences and integrated with STEAM career pathways. The Frick Impact Academy Quality School proposal emerges from an analysis of qualitative and quantitative school, district, and neighborhood data derived from stakeholders’ interviews, parent surveys, and education-related best-practice research. The proposal adheres to district, state, and federal mandates, including Common Core Standards. This proposal reflects the expertise of a diverse, multidisciplinary group of stakeholders, committed to designing and sustaining a viable state-of-the-art school for 6th- to 12th-grade students. The Proposal Writing Team (herein referred to as the “Design Team”) is comprised of the following stakeholders:

Team Leads, Frick Middle School	Sharon Gray, MA, Math Teacher Christina Anderson, MA, Special Education Teacher
Educators and School Staff, Frick Middle School	Nora Gutierrez, MA, English Language Arts and History Teacher Dewanna Slaughter, MA, English and History Teacher Nimrod Cahn and Lucias Porter, After School Instructors Eddie Franklin, School Security Officer Rueben Roberts, Restorative Justice Staff Karen Slider, Teaching Assistant
Students, Frick Middle School	Luis Antonio (8th), Josiah Harris (7th), Angel Lopez (7th), Justin Saunders (7th), and Janique Saunders (6th)
Parents, Frick Middle School	Johnell Antonio, Juan Lopez, Blanca Lopez, and Alisha Saunders
Community Collaborators	Alum: Dorothy Lawrence Safe Passages: Josefina Alvarado Mena, Esq.; Quinta Seward, PhD; Alicia Perez, MPP; Isabelle Mussard, JD; and Demetrie Broxton, MA

Vision and Mission

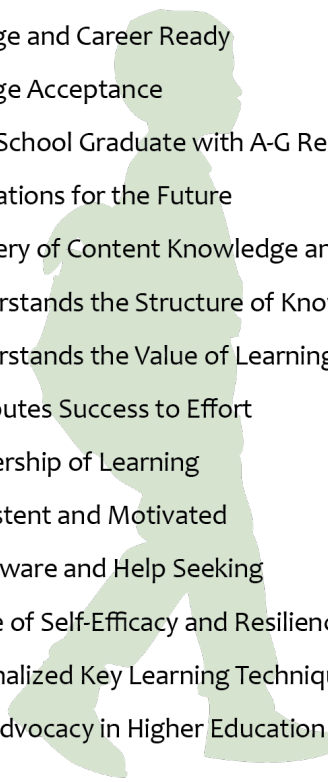
Mission: The Frick Impact Academy will provide innovative learning opportunities with a STEAM focus for students in grades 6–12. The Frick Impact Academy will offer a robust learning environment in which students are supported by the entire school community. School leaders, teachers, students, families, and community members will work together to ensure that all students reach their full potential. The new academy will provide relevant STEAM career pathways (e.g., technology, robotics, and art) and fully integrate Special Education and English Learner students. Accelerated learning opportunities will be provided for all students to prepare them for college, career, and life successes. The academy will provide socio-emotional learning supports, including Positive Behavioral Interventions and Supports (PBIS) to ensure the success of every student.

The Frick Impact Academy will be a welcoming and asset-focused learning environment for students, families, administrators, teachers, staff, and community partners. Teachers will be supported and valued for their critical role in facilitating student learning. Families will have information about their children's academic trajectory and will be engaged as partners in their children's education. A Full Service Community School, students and families will access services and supports that improve their well-being, stability, and self-sufficiency. Frick scholars will graduate equipped with the skills, knowledge, and credentials to pursue college, career, and vocational training.

Vision: Every Frick scholar graduates from high school and college, and is career ready.

Value Statement: We believe that access to educational opportunities, health services, and social supports should not be dictated by race, class, language, gender, or ability. We believe that when young people are healthy, they are better able to learn and succeed. We believe that students succeed when we partner with, engage, and strengthen families. We believe that excellent instruction is the key to accelerating learning and can be realized in every classroom when we build on teachers' assets and engage them as leaders in the school community.

VISION FOR A FRICK SCHOLAR

- 
- College and Career Ready
 - College Acceptance
 - High School Graduate with A-G Requirements
 - Aspirations for the Future
 - Mastery of Content Knowledge and Skills
 - Understands the Structure of Knowledge
 - Understands the Value of Learning
 - Attributes Success to Effort
 - Ownership of Learning
 - Persistent and Motivated
 - Self-aware and Help Seeking
 - Sense of Self-Efficacy and Resilience
 - Internalized Key Learning Techniques
 - Self-advocacy in Higher Education Setting

B. Targeted Student Population

1. Intensive Support School

The Frick Impact Academy—A STEAM Magnet School serving 6th- to 12th-grade students proposes to redesign what is currently Frick Middle School, drawing students citywide, with priority given to students living the East Region neighborhoods surrounding the school community.

2. Student Demographics

The Frick Impact Academy will target the following priority populations: African American male and female students; low-income students; English Language Learners; and students entering below grade level academically. During the 2013–2014 school year, 312 students enrolled in Oakland Unified School District's Frick Middle School. Of these, the majority (52%) of students are African American, 43% are Latino/Hispanic, and 3% are Native Hawaiian and Pacific Islander. Twenty-two percent of students are English Language Learners.¹

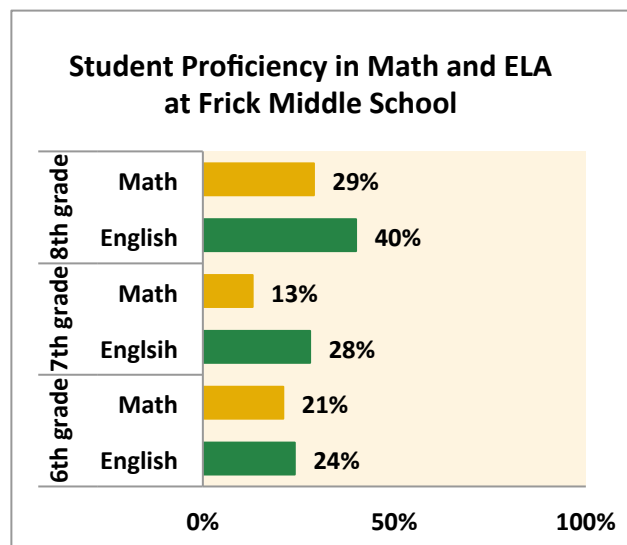
As the district’s Strategic Regional Analysis (SRA) of April 15, 2015, reveals, 49% of all OUSD students live in the East Region, where Frick Middle School is currently located. However, very few students choose Frick as their middle school and instead attend other nearby middle schools. The East Region loses many students during their transition from 5th to 6th grade and even more as they enter 9th grade. Of the students in the Frick catchment area, 28.9% attend charter schools. As demonstrated by the SRA data, there is a sufficient pool of students in the East Region to sustain a 6th- to 12th-grade grade school on the existing Frick campus. This region also has the highest rates of English Language Learners (42%), for whom the Frick Impact Academy could also appeal.

3. Academic, Social, and Emotional Needs of the Target Population

The Frick student population has declined precipitously in recent years (there were 669 students enrolled in 2004–2005, and with very little exception, enrollment has declined every year).ⁱⁱ Students who remain in the school are nearly all (96%) socioeconomically disadvantagedⁱⁱⁱ and struggle to meet basic needs. Eighty-five percent of students are eligible for Free and Reduced Lunch. A recent school health-needs assessment found that nearly half of Frick students need, but do not always receive, medical care (47%) or dental care (44%), and that a majority of students (66%) would likely use school health services if they were offered.^{iv}

Like many of the other students attending public schools in East Oakland, Frick students experience high levels of environmental stress both in and out of school.^v The Frick Middle School campus is located in East Oakland at the intersection of Foothill Boulevard and 64th Street. Cattycorner to the school, near the corner of 64th and Banner, is the Evergreen Cemetery, and across the street from the school is Concordia Park. The campus is located in a working-class neighborhood, where people take pride in their homes and where they are security conscious. Despite community assets, people living and/or attending school in the area experience the reality of urban crime and strife. The campus is located in the Police Beat 29X, which has some of the greatest community stressors in Oakland, including high concentrations of poverty, unemployment, violent crimes, and burglaries.^{vi}

Nearly a quarter of students report feeling unsafe in school (23%, compared to 13% district-wide); 17% report gang involvement (8% district-wide); and 49% report having been in a physical fight (26% district-wide).^{vii} These environmental stressors contribute to higher-than-average truancy and disciplinary actions. The proportion of Frick students with unexplained absences for three days or more is 90%, which is more than double the rate throughout the district, and the suspension rate among Frick students is 85%, compared to a



district rate of 15%.^{viii} In spite of environmental stressors, a large majority (64%) of Frick 7th-grade students describe feeling connected to their school (compared to 58% district-wide).^{ix}

Frick students are also in need of academic support. The school's Academic Performance Index (API) in 2013 was 621 and declined by 22 points from the previous year.^x California Standards Tests show that approximately a quarter of Frick students are proficient in English Language Arts and Mathematics (see figure above).^{xi}

C. Family and Community Support for the Application

1. Role of Family and Community Members in the Application

The Frick Impact Academy proposal was developed in partnership with the a diverse group of stakeholders who participated on the Design Team, as well as a robust community engagement effort. The Design Team includes teachers with classroom experience, students, parents, and community members, and is led by two Frick Middle School teachers. Sharon Gray is a recipient of the Kent Award for Excellence in teaching (Math) in 2002. She has successfully taught in a variety of learning environments, including Urban GATE, bilingual rural, and higher education. She is driven by a desire to achieve equity in public education to ensure that all students receive a quality education. Christina Anderson has been teaching Special Education for the past five years (three of five years at Frick). Ms. Anderson strongly believes that every student can learn and deserves the best that a teacher can give. Her motto is "Students rise to high expectations."

Other team members include Nora Gutierrez, who also teaches at Frick Middle School. For the past 18 years, she's addressed the needs of English Language Learners, a target population for the proposed school. The Design Team also includes students, parents, and alums, all of whom want to see the school enhanced and sustained. Dorothy Lawrence attended Frick in the 1990s and currently works as a training and quality specialist at Lucile Packard Children's Hospital Stanford. Ms. Lawrence attributes some of her success in life to attending Frick, her neighborhood middle school.

Frick's community partner, Safe Passages, has nearly 20 years of experience designing and evaluating programs and services in schools, including Frick, and has participated on school redesign teams at nearby schools, such as Coliseum College Prep Academy. The Design Team met twice a month starting in January 2015 to provide their input. A smaller working group comprised of lead teachers and Safe Passages met more frequently to flesh out the proposal. In addition, the Design Team conducted a variety of outreach efforts to garner support and input from the broader Frick school community.

Parents/guardians, school alumni, and community members played a critical role as members of the Design Team in the form of stakeholder interviews, parent surveys, and focus groups, and as volunteers in the door-knocking and project-launch events. Their voices helped shape the proposal's emphasis on STEAM, the expansion to grades 6–12, and the mission, vision, and values statement. In addition to doing local outreach, Design Team members attended district-organized school-site visits to Los Angeles, Denver, and Boston, and to local schools such as Leadership Public Schools on the Castlemont campus. Team members participated in the Do Different Consultancy at Harvard University in April 2015 to receive feedback on proposal ideas

from education professors and PhD candidates, and in OUSD’s Passing-the-Torch sessions.

2. Outreach to Prospective Families, Teachers, and Pupils

The Design Team employed a bilingual (English and Spanish) and multipronged outreach campaign to solicit the involvement of students, family, school staff, and community members. A mass mailing sent to over 1,500 families in the East Region (some of whom had children currently attending Frick and others who had children attending potential feeder elementary schools, such as Horace Mann, Burckhalter, Communities United, East Oakland Pride, Futures, Greenleaf, and Markham) provided information on the new school, a parent survey, and a form that could be completed for families interested in enrolling.

The Design Team also organized a Frick Impact Academy Launch Event in late April that over 100 interested families attended. T-shirts highlighting the new school were distributed, and a raffle, food, games, and a presentation of the new school were provided. Other outreach efforts included phone banking and door knocking throughout the neighborhood.

In addition, Safe Passages conducted individual interviews of stakeholders representing school administrators (former and existing principals at Frick); OUSD central office staff (the Math Specialist for the district’s Teaching and Learning Department); community members (including alum, a local elementary school teacher and a parent of a three-year-old child hoping to have a quality middle school and high school to send her child to in the neighborhood); teachers and school staff; and students and parents. See interview summaries and protocol in the Appendix.

Support for Big Ideas/Concept

There was consensus among stakeholder groups and individuals for the following “big ideas”: to make Frick a 6th- to 12th-grade school; to focus on Science, Technology, Engineering, Arts, Math (STEAM), and pathways that integrate Technology, Sports, Electronic Arts, Occupational Therapy, and Chiropractic Medicine; to ensure that programs and services are accessible to all students, no matter where they are in their learning, including Special Education students; to offer high-quality Special Education and English Learner programs; to utilize Positive Behavioral Intervention and Supports (PBIS) and Restorative Justice strategies to help create and sustain a positive climate; and to ensure that the new school is a learning environment for staff and families as well as students. Throughout the interviews, door knocking, and other outreach efforts, those whose children attend other schools reported that if the new school does what it purports to do, they will send their children to the new school. Widespread enthusiasm suggests that if a new school emerges from this process, students will enroll in the Frick Impact Academy as their first choice.

3. Evidence of Support

Outreach efforts resulted in 147 letters of intent to enroll from families and 120 signatures from community members. Please find sign-in sheets and notes from Design Team work-session meetings, a summary of interviews, and a summary of parent and student focus-group responses in the Appendix.

D. Student Discipline Policy

1. Key Elements of Discipline Policy

To achieve the school mission of accelerating learning and offering a rigorous, relevant, and STEAM-based learning environment, Frick Impact Academy will build a positive school culture in which student exclusion from learning is minimized, students possess ownership over their learning, and teachers and students collaboratively create a safe and academically focused school community. In order to create an inclusive learning environment, all students must be engaged as leaders and agents in their own learning. Throughout stakeholder interviews and discussions among the Design Team, there has been a consensus around the need for consistent behavioral expectations and norms within the classroom and throughout the school. In focus groups with the Design Team, students expressed the desire for a safer school with more consistent discipline. The new school will build a positive school culture by utilizing the Positive Behavioral Intervention and Supports (PBIS) and Restorative Justice practices currently supported by OUSD. Some stakeholders noted a myriad of reasons that may cause students to exhibit behavioral challenges to mask learning issues, including their not being challenged academically; having family, social, or emotional challenges; or experiencing inconsistent behavioral expectations from the adults who work with them.

To remedy this, the new school will do the following: 1) provide project-based curricula that engage the student where they are academically and help them build foundational skills to better understand instruction; 2) implement school-wide practices such as PBIS and Restorative Justice; 3) increase family engagement at all levels of the school to ensure that parents are aware of behavioral expectations and supporting their children at home to uphold student behavioral expectations at school; and 4) utilize data-sharing technology such as Jupiter, so that students and families can monitor student scholars' progress. Frick Impact Academy will also adhere to all OUSD discipline policies, including suspension and expulsion processes and mandates.

Students in need of support services such as mental health and/or case management will be referred to the Coordination of Services Team (COST) to be assigned to site-based services and or other available community services. The Program Manager of Community Schools who facilitates COST will track and monitor referrals. In addition, assigned staff will convene Student Success Teams to come up with shared agreements and solutions to improve student behavior.

2. Discipline Practices in the Classroom

Student behavioral expectations will be posted in each classroom and throughout the school. Incentives and, if necessary, consequences will be applied uniformly. The new school will utilize PBIS practices such as having teachers issue three pre-referral interventions before a student gets a referral to the office. PBIS also tracks individual teacher referrals and suspensions. The new school will convene data conferences four times per year to examine data, such as office referrals and suspensions, and to monitor the incidences and frequency of teacher referrals. Teachers who have high volumes of office referrals will receive individual coaching from the school leader and site-based PBIS committee. The PBIS team meets four times per month to inform teachers, provide training, discuss data, and to ensure continuous improvement.

3. Reducing Disproportionality of Suspensions

Stakeholder input echoes local school-district findings as well as national school data that indicate that students of color are disproportionately penalized and suspended for behavioral issues in the classroom and at school, particularly African Americans. A Restorative Justice program manager will convene restorative circles to build relationships, create shared values and guidelines, and promote restorative conversations following interpersonal conflicts. The new school will work with the district's African American Male Achievement Office to employ best practices in engaging African American male students and will work with school and community partners to ensure gender programming for girls as well. Collectively, these efforts will promote all students, particularly African American males as leaders in their own educational processes, and support teachers in focusing on student assets. Teachers will be seen as facilitators of student learning and students as active participants in their own learning.

Individual Education Plans (IEPs) for Special Education students will be implemented, tracked, and monitored with a goal of ensuring that students who are able to move out of Special Education designations can do so and that learning needs have been met. The new school will offer the most-inclusive and least-restrictive environment for Special Education students. Community partners with expertise in working with students with disabilities and special needs will ensure that students have all the accommodations they need to meet and advance their academic as well as social and emotional learning needs. School staff and community partners will conduct parent-education activities to parents of English Language Learners and Special Education students to ensure that they understand their rights and are able to advocate for their children's academic success.

Lastly, at all levels of the school, including school leaders and teachers, Frick Impact Academy will use technology like Jupiter so students and families can keep track of their grades and other issues affecting their academic progress, with a goal of having them steer and monitor their own learning journeys. These practices and approaches align with OUSD's pillars of Strong School Culture, Rigorous Academics, and Educator Development and Pipelines.

E. Student Engagement

1. Goal for Student Attendance

The Frick Impact Academy seeks 98% student attendance. An attendance clerk will be responsible for collecting and monitoring attendance data. The Frick Impact Academy Leadership Team, staff, and teachers will conduct school-wide campaigns and home visits to maintain consistent student-body attendance and will intensify efforts and target home visits and calls to affected students and families if attendance goals wane throughout the year.

2. Dropout and Recovery Programs

The Frick Impact Academy will develop interventions and programming to support students during their critical transition period between 8th and 9th grade to prevent dropout during the transition to high school. The new school will provide a transition curriculum designed for 8th graders to help prepare them for high school. Frick Impact Academy will develop an early-warning-indicator system to identify students who display risk for future dropout based on

attendance, suspension, and core course grades. Students who would benefit from summer school will be recruited to help bridge their academic gaps and address their developmental social and emotional needs prior to entering high school. Mentors will be assigned to students exhibiting at-risk behaviors. The school will celebrate student achievement and provide incentives for reaching goals. In addition, school leaders and community partners will work together to seek federal, state, and local funding for dropout prevention. These practices align with OUSD's pillars of Strong School Culture and Rigorous Academics.

F. Community School: Ongoing Family/Guardian Involvement and Satisfaction

1. Community Resources for Students and Families

As an OUSD Full-Service Community School, the current Frick Middle School boasts a school-based health center, where students receive dental, medical, and mental health services. The health center will be expanded in the proposed new school. In addition, the new school will build out and expand the existing family resource center, which includes a space for families to gather on-site and childcare facilities for families to use while attending school functions and parenting workshops. Consistent with the mission that strong families support student success, the center will offer an array of family resource services, including legal services, adult education, English as a Second Language classes, and other opportunities for parents to give and receive support.

2. Community Partnerships

Safe Passages has worked with the Frick school community since the late 1990s, offering an array of support services, brokering city and county resources to provide site-based mental health and case-management services as well as Extended Day activities, and developing its existing Coordination of Services infrastructure. Safe Passages is the lead agency for the Elev8 Full-Service Schools Initiative and received \$15 million from Atlantic Philanthropies in 2007 to establish school-based health and family resource centers and to provide academic Extended Day support to five middle schools in Oakland. Safe Passages has secured partnerships with Leadership Public Schools and Gooru, which will enable access to technology-based tools to accelerate learning. Frick Impact Academy will sustain its partnership with School2Home, which is in its fifth year of partnership with Frick School. School2Home provides free professional development to teachers to integrate technology into learning, parent education, and after-school technology programming. A partnership with OTX West will enable all families to access refurbished computers and provide reduced-cost Wi-Fi in the home. Safe Passages will partner with school leadership to maintain existing partnerships and leverage new ones.

3. Family Engagement in Frick Impact Academy

Families/guardians will continue to play a critical role in the operation and success of the new school. All stakeholders cited family engagement as a significant component of an inclusive school, emphasizing the need to create a school that welcomes families and solicits their input. The new school will implement parent surveys at least three times per year and involve families in an ongoing basis in program improvement.

SECTION II. LEADERSHIP

A. School Leadership

1. Ideal School Leader

The following profile of Frick’s ideal leader and leadership team is the result of a collaborative process that brought together the expertise of diverse stakeholder groups described in the Culture section above and reflects the groups’ best innovative thinking and desire to have an inclusive and welcoming local school. The profile reflects Educator Development and Pipelines pillars, as set forth by OUSD’s *Pathway to Excellence: 2015–2020 Strategic Plan*.^{xii} The process of selecting Frick’s ideal leader will include authentic community participation, as set forth by the OUSD board’s selection policies.^{xiii}

Frick’s ideal leader will possess an in-depth understanding of the history of Frick Middle School as well as the neighboring community. In addition, this person will have previous work experience in the community and with the target population. They will be a community leader with whom scholars, families, and the Frick team can identify.

Frick’s leader will support the previously discussed vision, mission, and values, with an emphasis on scholar, family, and teacher assets; family engagement; and high-quality instruction. They will have a collaborative leadership style and the ability to develop community and individual relationships with Frick scholars (in middle and high school), their families, teachers, staff, other administrators, and external partners, with the goal of continually advancing Frick’s vision, mission, values, school culture, staff accountability, and scholar success. Frick’s ideal leader will attract diverse, culturally competent staff. They will possess excellent personnel-management expertise, enabling every Frick team member to do their best work and exercise their own leadership skills. They will also support diversity among Frick scholars and their families and will apply Frick’s vision, mission, values, school culture, education plan, and professional growth to the unique needs and strengths of Frick scholars.

Frick’s leader will guide academic instruction and will have passion and a track record of scholar achievement. They will be firmly steeped in STEAM (Science, Technology, Engineering, Arts, and Mathematics) education and will understand how Critical Pedagogy, inquiry-based instruction, problem solving, rigor, and project-based and collaborative learning relate to these disciplines and present-day career pathways. Frick’s leader will ensure that Frick’s education plan is data driven and able to integrate technology in the learning environment. They will encourage teachers to grow professionally and continuously improve their ability to develop youth scholars.

Frick’s ideal leader will be an effective administrator. They will have previously opened and managed a high-performing school or training program or have been part of a school redesign leadership team. Classroom experience is critical; they will possess at least three academic years of teaching experience. Frick’s ideal leader must have a strong sense of what it is like to stand in front of a class of 30 scholars and implement a curriculum. Frick’s ideal leader will possess graduate-level administrative and teaching credentials. They will commit to serving as the principal for a minimum of five years.

2. Essential Duties of the School's Leadership Team

The Frick Impact Academy Leadership Team will be representative of community stakeholders, including but not limited to Frick's instructional team, Faculty Advisory Council, and school-site council. The Leadership Team will be a diverse, 12-member team comprised of the principal, two vice-principals (one leading the middle school and the other leading the high school), an operational/business manager, two teachers from the Faculty Advisory Council (one from the middle school and one from the high school), a full-time teacher coach, a Full-Service Community Schools (FSCS) manager, an Extended Day director, a parent representative and Frick's family advocate, and a lead agency community partner.

The role of the Leadership Team is to collaboratively generate and evaluate solutions that maximize student learning, engagement, and academic achievement in alignment with the mission and values of the Frick Impact Academy. Specifically, the Leadership Team will be accountable for creating a positive school culture in which scholars possess ownership over their own learning and are viewed as school leaders by developing and implementing a rigorous academic curriculum that prepares Frick graduates for college and a career; supporting the growth and development of teachers so they can deliver exceptional instruction; ensuring that students have access to personalized and linked learning within STEAM pathways; and upholding the schools mission as a Full-Service Community School. This model aligns with all OUSD pillars.

Principal

Frick's principal will be responsible for providing leadership and direction to the Frick Leadership Team; supervising and observing all instructional practices, including coaching, mentoring, and technology integration into the education plan; hiring, evaluating, and terminating staff; administering scheduling, enrollment, and curriculum; serving as a liaison to OUSD; preparing reports; providing a safe environment for learning; and ensuring proper budgeting, accounting, auditing, and financial planning. For more details on principal duties and qualifications, see the previous section outlining the ideal school leader.

Vice-Principals

Frick's vice-principals will support the overall school-improvement process, including engaging in teacher coaching and analyzing student data, and will serve as leaders of the high school and middle school. They will enforce guidelines to maintain a positive school culture, assist in the development and administration of policies and procedures regarding academics and attendance, and communicate these policies and procedures to scholars, families, and staff. They will assist in the selection and mentoring of staff, supervise support services, and assist in the supervision of special events. Qualifications include a master's degree in an education-related field, an administrative credential, and, ideally, a teaching credential.

Operational/Business Manager

Traditionally, principals are burdened with the day-to-day operational, financial-administration, and human-resource-management functions of a school, which interfere with their primary role

as lead instructor. This proposed model addresses this tension by appointing an operational/business manager to assist the principals with those daily functions, allowing the principals to exercise their academic leadership. The operational business manager will be responsible for the following:

Operational functions include management of site-level procurement of supplies, materials, and equipment; inventory management; management of third-party contracts; ensuring the ongoing monitoring and implementation of contracts; management of all aspects of Free and Reduced Lunch program processes; coordination and execution of technology implementation, including technology related to the education plan; overseeing enrollment, including implementation of student-enrollment campaigns and local marketing initiatives; working with school personnel to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention; and working with Frick’s staff to manage reporting and data tracking for all Special Education programs.

Financial administration functions include site-level budget monitoring and management, including assisting in budget development; reviewing monthly financial reports and updating monthly financial-estimate templates; and overseeing year-end audits.

Human resource management functions include managing the daily activities of designated non-instructional staff and assisting with the implementation of school policies and procedures. Qualifications include a graduate degree in business, accounting, or finance with the following preferred skills: previous work in an educational setting; experience with staffing processes and general human resource procedures; operations and facilities management experience; knowledge of financial modeling and cost-analysis techniques.

Teachers

Frick teachers’ duties and responsibilities will coincide with those set forth by the collective bargaining agreements^{xiv} and fall into the following general categories: maintain and enrich their expertise in the subject area they will teach; develop, execute, and evaluate lesson plans that ensure attainment of Common Core standards and be steeped in inquiry-based instruction and problem solving, and project-based and collaborative learning; coordinate lesson plans with other teachers; short- and long-term planning to address the individual needs of students; preparing students for required assessments; evaluating student progress; preparing student-achievement reports for parents; establishing an inviting, exciting, and innovative learning environment; promoting student empowerment and leadership; and working with teacher coaches to develop, execute, and evaluate individual professional development goals.

Teacher Coach

A full-time teacher coach will share the responsibility of coaching with teachers and co-lead professional development with the principal. The teacher coach will support Frick’s vision, mission, values, and philosophy; facilitate the intellectual and professional development of teachers, with a focus on improving student achievement; create positive relationships with teachers and administrators; communicate and demonstrate research-based instructional practices

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that result in increased student performance; and provide individualized, classroom-based coaching to support teachers in implementing good instructional practices. Teacher-coach qualifications will include a master's degree and a teaching credential as well as a minimum of five years of successful teacher-coaching experience.

Program Manager, Community Schools

Responsibilities include coordination of in-school and out-of-school activities provided by community partners including before, after, and summer school; case management; family literacy; and parent involvement. This position works within a collaborative model, Coordination of Services Team and the Family Resource Center, and ensures outcomes for students enrolled in the FSCS programs. This position organizes and implements work groups and advisory committees to support the implementation of Frick's FSCS program plan and communicates with and recruits community groups, businesses, parents, families, and other community members to support this plan. Qualifications include a bachelor's degree in a related field and excellent command of the following skills: relationship building, facilitative leadership, analytical and strategic thinking, communication, and project management.

Extended Day Director

Frick's Extended Day director develops and implements an effective organizational plan for all Extended Day programs, supervising staff and establishing clear lines of responsibility. This position plans for the effective use of curriculum materials, instructional supplies, equipment, facilities, and school grounds; implements aspects of Frick's education plan and provides leadership to staff in determining instructional objectives; works with the Frick Leadership Team to develop course offerings and communicate them to parents; establishes and maintains positive community relations to garner community support; develops incentives to increase student participation; and tracks student attendance and progress.

Parent Representative and Frick's Family Advocate

Frick's parent representative, with support and coaching from Frick's Family Advocate, will serve as a student and family advocate, and will have a leadership role in the Frick community including but not limited to working collaboratively with the Frick Leadership Team to support the needs of Frick scholars and their families, including but not limited to food distribution; participating in school-wide council meetings; linking families to community agencies; assisting with recruitment for parent activities and planning parent activities; and assisting families with students in the 5th–6th and 8th–9th grades.

Lead Agency Community Partner

Frick's community partner, Safe Passages, will collaborate with the Frick Leadership Team to plan, implement, sustain, evaluate, and improve all aspects of the Frick Impact Academy, including culture, leadership, education plan, teacher coaching, facilities, and out-of-school supports, such as health services and family- and community-engagement activities.

SECTION III. EDUCATION PROGRAM

A. Curriculum

1. Proposed Curriculum

a. Model and Focus

The proposed curriculum and instructional approach will ensure that the school's mission of providing Frick scholars with access to personalized, linked learning in technology-infused classrooms is achieved. The core elements of the curriculum model include David Conley's *Four Keys to College and Career Readiness*, which provides a framework for STEAM education; Critical Pedagogy, which works as a unifying philosophy for empowering students as owners of their own learning; a technology-based approach to accelerating learning; and small class sizes. Taken together, these approaches will prepare students with the skills, competencies, and credentials to graduate Frick Impact Academy ready for college and a career.

The proposed curriculum model is based on David Conley's *Four Keys to College and Career Readiness*^{xv} and focuses on Science, Technology, Engineering, Art, and Math (STEAM). This model is strategically selected to further the school's mission and vision to ensure the college and career readiness of every graduating Frick scholar. The curricular model is aligned with California's Common Core College and Career Readiness Anchor Standards and grade-specific standards, including of the following 21st-century skills: 1. Learning Skills: critical thinking, creative thinking, collaborating, and communicating; 2. Literacy Skills: information literacy, media literacy, technology literacy; and 3. Life Skills: flexibility, initiative, social skills, productivity, and leadership. Frick Impact Academy is focused on the preparation of all students for college, career, and life success. The proposed research-based^{xvi} curricular model provides a framework for a comprehensive set of knowledge and skills students must develop to be college and career ready. The framework is divided into four components:

Components of the Four Keys Model^{xvii}

KEY COGNITIVE STRATEGIES	KEY CONTENT KNOWLEDGE	KEY LEARNING SKILLS AND TECHNIQUES	KEY TRANSITION KNOWLEDGE AND SKILLS
Problem Formulation <ul style="list-style-type: none"> Hypothesize Strategize Research <ul style="list-style-type: none"> Identify Collect Interpretation <ul style="list-style-type: none"> Analyze Evaluate Communication <ul style="list-style-type: none"> Organize Construct 	Structure of Knowledge <ul style="list-style-type: none"> Key terms and terminology Factual information Linking ideas Organizing concepts Technical Knowledge And Skills <ul style="list-style-type: none"> Challenge level Value Attribution Effort 	Ownership of Learning <ul style="list-style-type: none"> Goal setting Persistence Self-awareness Motivation Help seeking Progress monitoring Self-efficacy Learning techniques <ul style="list-style-type: none"> Time management Study skills Test-taking skills Note-taking skills Memorization/recall Strategic reading 	Contextual <ul style="list-style-type: none"> Aspirations Norms/culture Procedural <ul style="list-style-type: none"> Institutional choice Admissions process Financial <ul style="list-style-type: none"> Tuition Financial aid Cultural <ul style="list-style-type: none"> Postsecondary norms Personal

KEY COGNITIVE STRATEGIES	KEY CONTENT KNOWLEDGE	KEY LEARNING SKILLS AND TECHNIQUES	KEY TRANSITION KNOWLEDGE AND SKILLS
Precision and Accuracy <ul style="list-style-type: none"> Monitor Confirm 		<ul style="list-style-type: none"> Collaborative learning Technology 	<ul style="list-style-type: none"> Self-advocacy in institutional context

California's Common Core State Standards (CCCSS) complement the College and Career Readiness (CCR) Anchor Standards^{xviii} that are embedded within the *Four Keys to College and Career Readiness* model. The curriculum model will build the specific knowledge and skills articulated in each key component, across each core content area, at each grade level. For example, the curriculum will provide opportunities for students to practice time-management and strategic-reading skills in English Language Arts and Science in the seventh grade, as opposed to teaching these skills in a self-contained Study Skills course in the ninth grade. Further, introducing this component in the 6th grade will allow students three additional years to develop and practice the skills required for college and career success.

Moreover, building specific knowledge and skills, such as academic writing, across core content areas, will help to ensure horizontal alignment. Linking learning and career pathways within the components of the *Four Keys* model will support vertical alignment by providing opportunities for real-life application of the strategies, content knowledge, and learning skills outside the traditional classroom through STEAM internships and externships, service learning opportunities, and Youth Action Research, for example.

The *Key Content Knowledge* component will include grade-level CCCSS, CCR anchor standards, and California ELD state standards, thereby ensuring that Frick Impact Academy's student learning and development follow California and OUSD pacing guidelines and are on track to meet student benchmarks and targets at the end of each grade. Emphasis on *Key Transition Knowledge and Skills* will help build Frick scholars' capacity to navigate the transition from high school to college.

STEAM and Career Pathways: Our focus on STEAM will ensure the integration of Next Generation Science Standards into the proposed curricular model. This focus is critical, given that an increasing number of jobs, both vocational and professional, now require knowledge of STEAM.^{xix} The STEAM focus will increase scientific literacy and expand the capacity of our scholars to enter the STEAM workforce in alignment with US goals for STEAM education.^{xx} Research demonstrates that people of color, particularly African American and Latinos, are underrepresented in STEAM fields. Consequently, students of color do not envision themselves entering these fields. The curriculum model, including the STEAM focus, will be culturally responsive to the needs of the target population of prospective scholars of color. STEAM courses will embed the historical contributions of people of color in Science, Technology, Engineering, Math, and Art. For example, the architectural contributions of the Egyptians will be explored in Math, Science, and Art courses. Both content and pedagogy will be culturally responsive. This element is discussed further below.

Technology-Based Approach to Acceleration: Finally, the proposed curriculum will accelerate learning to meet the needs of the target population. Many Oakland students entering the 6th grade are below grade level. Acceleration strategies will be needed to level the playing field for these students. Frick Impact Academy will partner with Leadership Public Schools (LPS) to implement proven acceleration strategies for all Frick scholars. These strategies will include the development of academic numeracy courses for most 9th graders to be taken along with Algebra 1. This course utilizes a web-based program developed by LPS called Learning Lists that provides learning and assessment resources for students as they move at their own pace. In addition, Frick Impact Academy will implement ExitTicket,^{xxi} a data application developed by LPS to provide immediate and individualized checks for understanding how to differentiate instruction in real time.

Implementation of the curriculum will be monitored by the Instructional Leadership Teams within each content area and grade level. The principal and the Instructional Leadership Team will review implementation progress and make adjustments as needed.

b. The Learning Environment: The proposed learning environment is designed to facilitate student development of cognitive strategies that can be applied to varied learning situations. Research demonstrates that there are five key cognitive strategies that represent the intentional patterns of thinking that students must be able to draw upon to complete college level work.^{xxii}

- Problem formulation: hypothesize and strategize
- Research: identify and collect
- Interpretation: analyze and evaluate
- Communication: organize and construct
- Precision and accuracy: monitor and confirm

David T. Conley expands on the importance of these five key cognitive strategies:

“These strategies are applied throughout the learning process and can be thought of as revolving around the notion of inquiry, of thinking more deeply about what one is learning, of formulating ideas, seeking information, and reflecting on findings to generate conclusions, reporting these results in a variety of ways based on the nature of the subject area, and doing all of this with the precision and accuracy required of the subject area and the specific problem or issue being addressed.”^{xxiii}

Small Class Sizes: To facilitate the development of these five key cognitive strategies, Frick Impact Academy will offer smaller class sizes (20:1) with an even smaller student-to-teacher ratio in some classes to provide additional scaffolding support to high-need students. Smaller class size and smaller student-to-teacher ratios will support personalized learning. Moreover, the traditional classroom setting will be expanded to include real work experiences through internships/externships along STEAM pathways.

Technology-Infused Classroom: In addition, the school will dismantle the walls of the

computer lab to provide a technology-infused learning environment in every classroom with one-on-one technology tools like Chromebooks for students and smart boards for teachers. Technology will further accelerate linked and personalized learning by enabling scholars to access educational resources outside the classroom.

In addition, the learning environment will be collaborative across both teachers and students, as each group will work in teams to provide peer support and accountability to accelerate learning. Within this learning environment, teachers will take ownership of their own learning and the development of their students. Similarly, students will build ownership of their own learning. Specifically, the learning environment will foster student goal setting, persistence, self-awareness, motivation, help seeking, progress monitoring, and self-efficacy to build and sustain students' ownership of their own learning.^{xxiv} Students will be responsible for actively tracking their own learning and presenting their learning back to teachers, parents, and the community through student-led conferences. These strategies will increase student time on task.

c. Curriculum Meets the Needs of the Target Student Population: As highlighted in the student profile, Frick students face significant socioeconomic challenges that stifle access to economic opportunity and their potential contribution to the community. The proposed curriculum model addresses these challenges by meeting the following needs of the target student population:

- Need to be college and career ready
- Need for access to STEAM curriculum and STEAM career pathways
- Need for academic acceleration
- Need for personalized and challenging learning environments
- Need for culturally responsive curriculum to increase engagement in learning

The proposed curriculum was developed with an understanding of Frick's target-population needs. A majority of students are multiple grade levels behind on measures of academic proficiency. This curriculum will provide students with engaging and personalized learning that is linked to their lived experiences and has real-world applications, while also building their proficiencies in the core subjects of English, Language Arts, and Mathematics. Through accelerated student learning, Frick scholars will have full access to a rigorous Common Core-aligned curriculum. As a whole, the proposed curricular model aligns with the OUSD pillars of Increased Time on Task and Rigorous Academics.

d. Timeline of Curriculum Development: The curriculum-development process will be led by the instructional leader and teachers on the Design Team. The process will include the development of a course grid that lists each course by grade level, the core curriculum, the acceleration strategy, the required professional development, and the assessment tools to be used to measure student growth. This process will also include a further articulation of the STEAM curriculum. The curriculum for 6th–8th grade will be developed first, during the incubation year, and will be completed by end of the 2015–2016 school year. During the incubation year, new strategies will be piloted in the existing middle school to build internal expertise and allow for scaling up in the following year. Subsequently, the high school curriculum will be developed, beginning with the 9th grade curriculum, during the 2016–2017 school year.

The Design Team will inventory available OUSD curricular resources by subject area and the OUSD leads for each subject area for collaboration on curricular-material development. Additional curricular materials will be developed in accordance with California's CCR Anchor Standards and the CCCSS of each grade level across core academic areas to ensure future alignment with the standards. The Design Team will focus on identifying additional instructional materials with the following curricular attributes:

- Common Core aligned
- Proven to produce strong results
- Free and open source so that the material is cost effective and readily accessible
- Editable and flexible so that material can be tailored to the needs of the individual students and the classroom (e.g., EngageNY, Gooru, CK-12 Foundation)

Leveraging online resources through technology will reduce the need to purchase expensive textbooks that quickly become outdated and provide readily available curricular resources that are accessible 24 hours per day, seven days per week, to teachers and students. This strategy also provides a cost-effective way of complying with the textbook requirements of the Williams Act.

Finally, all teachers will have access to foundational documents and instructional materials developed for implementation. Teacher training on the curriculum and instructional strategies will be initially led by the instructional leader and collaborating teachers on the Design Team. The teacher coach discussed in Section IV will support the teacher training.

e. Instructional Strategies and Primary Approaches to Instruction: Frick Impact Academy will use Critical Pedagogy as its overarching transformative approach to instruction to bind the personal experiences of Frick scholars to the core academic content and increase the likelihood of retention and recall of academic-content knowledge.^{xxv} This approach has also been found to be effective in STEM learning and teaching, as “effective instruction capitalizes on students’ early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest.”^{xxvi} In addition, the following instructional strategies will be used:

- Inquiry-based instruction and problem solving
- Acceleration
- Individualized based on the zone of proximal development^{xxvii}
- Rigorous data-driven, high-level instruction
- Academic discourse and academic vocabulary
- Bell-to-bell strategies (Do Now) to maximize instructional time
- RTI grouping of students in tiers 1–4 to differentiate instruction
- Ongoing checks for understanding (ExitTicket)
- Classroom and community project-based learning (internships, science fairs, student action research, hack-a-thons)

Technology-Infused and Personalized Learning: Technology will support many of the instructional strategies and personalize learning for all students. For example, Google Docs and the Google Suite tools would be used to embed writing across the curriculum, supporting horizontal alignment and strengthening the key writing skills of Frick scholars. In addition, the

1 ExitTicket app will support differentiation, and Learning Lists will support acceleration.

2 **Meeting the Needs of All Students:** Data suggest that most public schools are failing to engage
3 students of color, students living in poverty, students with disabilities, English Language
4 Learners, and African American and Latino males. Frick Impact Academy will utilize critical
5 pedagogy to bridge the gap and reengage disenfranchised learners. Critical Pedagogy has been
6 described as an “educational movement, guided by passion and principle, to help students develop
7 consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power
8 and the ability to take constructive action.”^{xxviii} The transformational power of education has been
9 well documented for over a century. John Dewey, for example, viewed education as a strategy for
10 social change: “Education is a regulation of the process of coming to share in the social
11 consciousness; and...the adjustment of individual activity on the basis of this social consciousness
12 is the only sure method of social reconstruction.”^{xxix}

13 Critical Pedagogy will provide a foundation for students to engage in a transformative
14 educational process and reclaim ownership of their own learning, including self-efficacy. The
15 importance of student ownership of their own learning is a fundamental element of the Four
16 Keys to College and Career Readiness Model and is essential to the development of the learning
17 skills and techniques required for college, a career, and life success.

18 The integration of the additional instructional strategies listed above under the overarching
19 Critical Pedagogy approach will provide the scaffolding needed to address the learning needs of
20 the target population, which includes students with disabilities, students living in poverty,
21 English Language Learners, and students at risk of academic failure.

22 **f. Research Basis:** The proposed curriculum is based on best practices in the field of education.
23 Specifically, the college- and career-readiness curricular framework is supported by the research
24 of David T. Conley, a leading college- and career-readiness expert.^{xxx} Critical Pedagogy is
25 supported by several of the most respected educational theorists over the past 100 years,
26 including Paulo Freire in his most famous work, *Pedagogy of the Oppressed*,^{xxxi} John Dewey,
27 ^{xxxii} and, more recently, Lisa Delpit.^{xxxiii} The work of psychologist Lev Vygotsky provides the
28 research to support teaching at the zone of proximal development, or teaching at a level that
29 stretches students at the appropriate individualized level.

30 Leadership Public Schools Oakland R&D school, located on the Castlemont campus, serves a
31 student population similar to that of the Frick Impact Academy target population. Approximately
32 80% of 9th graders enter the school well below grade level. For example, 73% of entering 9th
33 graders in 2013 were performing at a 6th-grade level or below, and 55% of that same class were
34 performing at 4th-grade level or below. As a result of implementing the same model curriculum
35 and instructional approaches proposed for Frick Impact Academy, 93% of that class passed the
36 CAHSEE Math the following year.^{xxxiv}

B. Progress Monitoring and Assessment

1. Assessments

The Frick Impact Academy will utilize grade-level-appropriate assessments, including baseline, interim, and summative assessments. These assessments will align with the curriculum and the performance goals of the school as well as with CCCSS and other state standards. Grade-level assessments will be used to measure and evaluate academic progress at the following levels: 1) individual student; 2) student cohorts (grade level, English Language Learners, gender, race/ethnicity, and students with disabilities); and 3) school-wide.

a. Interim Assessments: The NWEA Measures of Academic Progress (MAP) computer-adaptive interim assessments will be implemented at the Frick Impact Academy. MAP assessments will be administered three to four times per year in Reading, Language Arts, and Math. MAP assessments are cross-grade, providing measurement of students performing on, above, and below grade level.^{xxxv} MAP interim assessments are normed and validated assessments that are recognized by the National Center on Response to Intervention^{xxxvi} MAP assessments will do the following:

- Inform instruction using valid, reliable, and real-time data
- Measure the growth of every student over time, regardless of on, above, or below grade-level performance
- Engage student and families in goal setting
- Reinforce evidence-informed instructional practices
- Evaluate programs and identify professional development needs
- Compare and predict achievement and growth over time

Further, interim assessments will support academic acceleration, differentiated instruction, and data-driven collaboration between teachers for program improvement. A clear schedule for data analysis will be built into the professional development system for the school. The data analysis protocol will call for school-wide, grade-level, content-area, and special subgroup data analysis to monitor progress, refine and improve instruction, and identify professional development needs on an ongoing basis.

b. Additional Planned Measures or Assessments: OUSD Science Benchmark Assessments will be utilized to measure student progress in science. In addition, State Balanced Assessment Cards will be administered in alignment with OUSD testing requirements. Attendance, school discipline, student and parent satisfaction, and other school-climate measures will be utilized to track progress toward school engagement and climate goals. Frick Impact Academy will report data on its progress twice a year to the larger school community to engage students, parents, and community partners in the program-improvement process.

2. Performance Goals

The Design Team proposes specific, measurable, achievable, realistic, and timely (SMART) performance goals categorized in three overarching categories: culture, implementation, and growth.

1. CULTURE
<p>1-1: 98% of students will attend school on a daily basis, as measured by school attendance records.</p> <p>1-2: Suspension rate will be below 15% in second year of implementation and will reduce by 5% each subsequent year until the school suspension rate is 5% or lower, as measured by school suspension data.</p> <p>1-3: 50% of families will attend at least one family-engagement activity in the first year, and 75% of families will attend at least one family-engagement event each subsequent year, as measured by sign-in sheets.</p>
2. IMPLEMENTATION
<p>2-1: 100% of families will receive a home visit each year, as measured by home visiting logs.</p> <p>2-2: 100% of students will participate in student-led conferences, as measured by conference sign-in sheets.</p> <p>2-3: 100% of teachers will participate in professional development (PD) and lead at least one PD activity each school year, as measured by sign-in logs and agendas.</p> <p>2-4: 100% of teachers and students will utilize technology as an instructional tool each school year, as measured by observations and technology-assisted student deliverables.</p>
3. GROWTH
<p>3-1: 100% of students will increase by at least one functional grade level in ELA and math each academic year, as measured by MAP assessments. Students who are below grade level will increase by 1.5 functional grade levels each year.</p> <p>3-2: 80% of 10th graders will pass the CAHSEE exam, as measured by results.</p>

- 1 Once the new Smarter Balanced Assessment Consortium (SBAC) results are returned,
- 2 incremental improvement goals will be established.
- 3 Progress toward the proposed goals will be monitored on a daily basis and reviewed by the
- 4 Leadership Team, the Faculty Advisory Council (FAC), Instructional Leadership Teams (ILT),
- 5 and the School Site Council (SSC). If the results fall short of student academic-achievement
- 6 expectations or goals at the school-wide, classroom, or individual student levels, leadership will
- 7 adjust existing strategies and/or develop supplemental strategies to support implementation. As
- 8 the school redesign represents a whole-school reform effort, the Leadership Team, FAC, ILT,
- 9 individual teachers/staff, and families and students will be expected to implement corrective
- 10 action to reach the proposed performance goals. This proposed monitoring and assessment
- 11 system further integrates the OUSD pillars of Increased Time on Task, Rigorous Academics, and
- 12 Linked/Personalized Learning.

13 C. Language Program Design and Instruction

- 14 **1. Philosophy and Approach:** The philosophy and approach to language instruction is based on
- 15 California's 2012 English Language Development Standards (CA ELD Standards) that were
- 16 developed from "an expansive review of the established and emerging theories, research, and
- 17 other relevant standards pertaining to the education of K–12 English Language
- 18 Learners."^{xxxvii} The philosophy is grounded on three principles: 1) instruction must build on the
- 19 assets of the English Language Learner (ELL); 2) equity demands that English Language

Learners (ELLs) must have full access to the core curriculum; and 3) ELLs can achieve at the highest levels of academic and linguistic excellence. Central to the philosophy is the importance of language in our society and how language is essential to accessing the core curriculum and college and career readiness.

“Sociolinguistic, sociocultural, and sociocognitive theories emphasize how learning is a social activity and how language is both a form of social action and a resource for accomplishing things in the world.”^{xxxviii}

The philosophical approach recognizes that learning is most effective through social interaction that is strategically structured to intellectually and linguistically challenge learners while providing needed levels of support. In addition, language and relationships are central in fostering both linguistic and cognitive development.^{xxxix} Instructional strategies for ELLs will have the following research-based components:^{xl}

- Interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Appropriately scaffolded in order to provide strategic support that moves ELLs toward independence
- Valued and built on home language, culture, and other prior knowledge
- Built on both academic English and content knowledge

These components align with the proposed **Four Key Components** curricular model and will support the college and career readiness of ELL students at the Frick Impact Academy.

a. The Instructional Plan will be built to ensure that ELLs at all proficiency levels receive both targeted and explicit ELD instruction as well as full access to the academic demands of the CCCSS and Next Generation Science Standards. In accordance with CA ELD standards, teachers will provide three levels of scaffolding—substantial, moderate, and light—to ensure that ELLs at all levels of proficiency and typologies (newcomers, students with interrupted formal education, and long-term ELLs) have access to core curriculum and instruction.

The instructional plan will integrate CA ELD standards with the CCCSS and other California content standards to provide a rigorous and comprehensive learning experience in ELD and mainstream academic courses for Frick scholars who are ELLs. The instructional strategies discussed earlier in this section will be tailored to meet the needs of ELLs. In alignment with the state standards, the ELD curriculum and instructional approaches will be tiered as follows to support the success of ELLs:

Tier I: Foundational Literacy Skills (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) for ELLs: Based on research demonstrating that ELLs benefit from Reading Foundational Skills Instruction,^{xli} foundational literacy-skill instruction will be provided to all 6th–12th grade ELLs who display gaps in their foundational skills to accelerate their learning.^{xlii}

Tier II: Learning about How English Works: In accordance with CCCSS standards, ELD instruction will be provided to support ELLs in developing an understanding of, and proficiency

in using, academic English. Part II of the CA ELD standards will guide teachers in supporting ELLs to (1) comprehend written and oral texts across disciplines; and (2) make informed choices about how to use written and spoken language appropriately. Part II CA ELD standards further the academic registers^{xliii} of English that are central to the CCCSS for ELA, Literacy in Social Studies, Science, and Technical Subjects.^{xliv}

Professional Development and Collaboration: This school-redesign proposal embodies a deep commitment to the professional development of teachers. An ILT will be developed to support a professional community of practice focused on the strengths and needs of ELLs. Teachers will be allotted time to participate in professional learning, collaborate in lesson planning, and implement what they have learned.^{xlv}

b. Instructional Schedule Development: The Leadership Team will use data, standards, grade-level requirements, and college prerequisites to develop an instructional schedule that addresses the needs of ELL scholars, ensuring full access to the Common Core and linked learning and career pathways curricula. ELL students will be assigned a college advisor who will ensure the integration of EDL supports with the development of the *Key Learning Skills and Techniques and Key Transition Knowledge and Skills* articulated in the curricular model and the A-G requirements for graduation.

2. Assessment and Placement: The language and literacy needs of ELLs will be assessed prior to entering the Frick Impact Academy. English and home-language proficiency will be assessed at entry. Results will be reviewed with the student and their family, and will be used to generate an ELD plan for each student. Families of students with an EDL plan will be invited to attend ESL classes offered through the school-based Family Resource Center.

Frick Impact Academy ELL scholars will be assessed for grade-level proficiency quarterly using the MAP assessments for ELA, Reading, and Math. The cross-grade MAP assessment provides data for students at or below grade level, and is particularly useful in measuring foundational literacy skills in ELL students. As discussed in the Assessment Section above, ELL assessments will support academic acceleration, differentiated instruction, and data-driven collaboration between teachers. The data analysis protocol will include ELL data analysis to monitor progress, refine and improve instruction, and identify professional development needs on an ongoing basis. In the event that these strategies are not sufficient to support struggling ELLs, additional ELD acceleration courses will be offered during the Summer Bridge and Extended Day programs.

3. Student Services and Supports: Full-Service Community School (FSCS) resources will be designed and delivered to meet the needs and challenges of newcomer/ELL students and families. The proposed Family Resource Center (FRC) will reach out to newcomer/ELL families and engage them in a continuum of services. Families who come in for services through the FRC will be encouraged to participate in the school and presented with opportunities to partner with the school to actively support the education of their children. The FRC will provide training and support for parents participating in parent-teacher meetings, in understanding written notices from the school, and on how to communicate with school staff. In addition, a bilingual staff person will support the front office to welcome ELL families.

Services will be culturally and linguistically appropriate. Safe Passages, East Bay Agency for Children (EBAC) (a School-Based Health Center (SBHC) and mental health services lead), and Native American Health Center (the medical provider) will collaborate with the school to fully integrate ELLs into the school community by providing services, family leadership opportunities, and education. These key partners have language capacity in multiple languages and extensive experience engaging the ELL community. Home visits will engage families, orient them to the school, and address the importance of their participation. ELL families will be actively recruited and supported to participate on the School Site Council (SSC). Active ELL families will be enlisted to recruit other families to engage with the school.

D. Special Education Students

1. Identification: The Frick Impact Academy will be part of the OUSD Special Education Local Plan Area (SELPA) and align with the SELPA assessment process. The school will use a wide range of data, such as test scores, teacher assessments, COST referrals, parent feedback, support staff assessments, and the Response to Intervention (RTI) framework to identify students with disabilities and special needs. All teaching staff will be trained to identify students with disabilities and special needs. Frick Impact Academy will employ a Special Education coordinator (SPEC) who will accept referrals from teachers, parents, and students. The SPEC coordinator will review evidence and convene a Student Success Team (SST) with the family to review the data and new and/or existing interventions. RTI tier I, II, and III interventions will be exhausted prior to proceeding to formal Special Education testing.

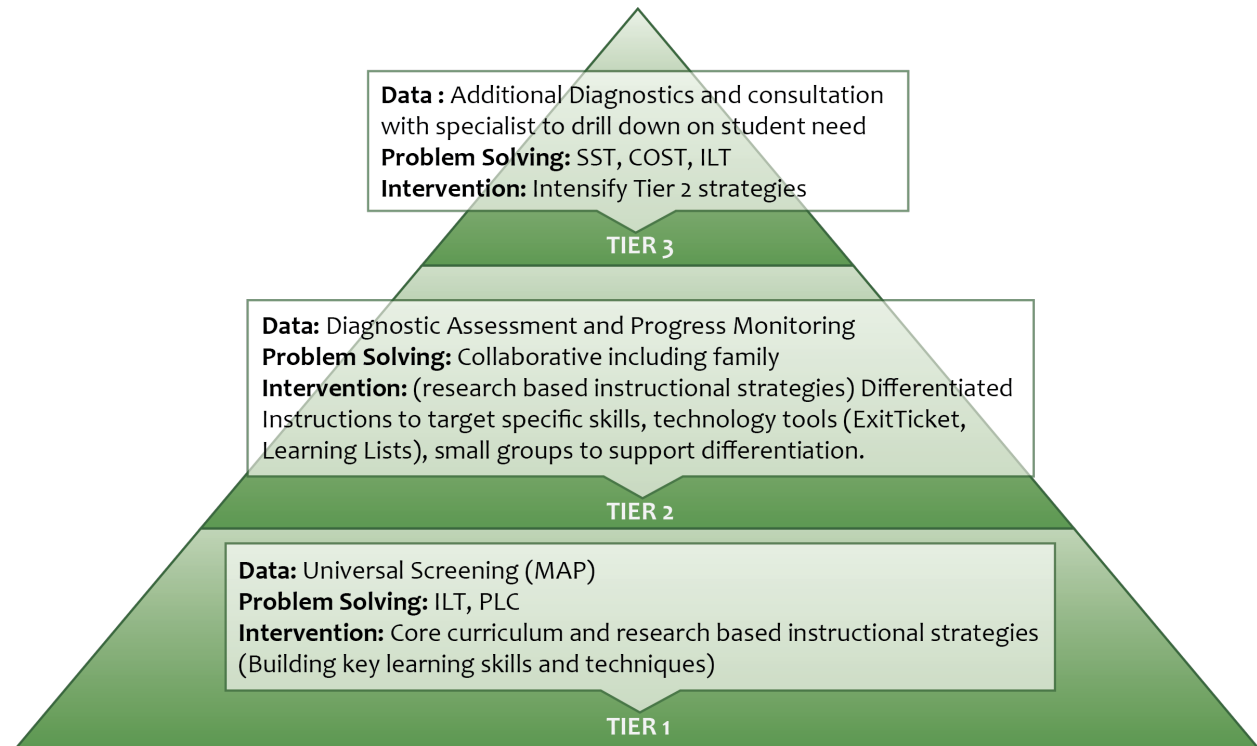
Effective implementation of the RTI framework will help identify learning difficulties early, intervene with appropriate levels of support, and solve small issues before they become bigger. Testing protocols, including parent notification, consent requirements, and timelines, will be strictly followed to avoid misidentification of students with learning disabilities. Once a learning disability has been identified, Individualized Education Programs (IEPs) will be crafted in collaboration with students and families, and implemented effectively to ensure that students with special needs have access to the full college and career readiness curriculum. Annual and tri-annual assessments and IEP meetings will be timely and support meeting the annual IEP goals for each student with special needs.

2. Professional Development: The Frick Impact Academy will provide school-wide professional development to Special Education and general education teachers who serve the needs of mild- and moderate-needs students. A Special Education ILT will be created and facilitated by the SPED coordinator. IEP and other assessments discussed above will support academic acceleration, differentiated instruction, and data-driven collaboration between teachers. The data-analysis protocol will include Special Education data analysis to monitor progress, refine and improve instruction, and identify professional development needs on an ongoing basis.

E. Academic Acceleration

1. Accelerating Learning for all Scholars and Response to Intervention (RTI): As discussed in the Assessment section, the proposed assessment system will identify students performing at,

below, and above grade level. The philosophy of the school, in alignment with RTI, is to accelerate learning for all Frick scholars. All instructional staff will be involved in accelerating learning at the school. Generally, learning challenges will be carefully crafted to reward persistence, not to create additional barriers. Assessment data will be used to identify individualized acceleration strategies for closing achievement gaps. Specifically, RTI will be used to address academic, behavioral, and community needs through systems of **data analysis, problem solving, and instruction and intervention**. The RTI process will be used to identify at-risk scholars, why they are struggling, and how the school community can support them, in alignment with state and federal requirements, as illustrated below:



Professional development and time for teacher collaboration will be provided to support accelerated learning for all students.

Abolishing the Achievement Gap: Closing the achievement gap takes more than backfilling content knowledge and building proficiency with cognitive strategies; it takes supporting students to develop critical learning skills and techniques.^{xlvi} In addition to employing strategies within the RTI framework discussed above, to close the achievement gap, the Frick Impact Academy will focus on helping students develop the skills and techniques needed to own and manage their own learning. This process is described in greater detail in the Key Learning Skills and Techniques component of the curricular model discussed above and subscribes to Conley's notion that high school and college students must manage their own learning to be successful, and that without these skills, secondary students cannot grow to become independent learners: "No single factor may be more important to student success than the degree to which students take ownership of their learning and are allowed to do so."^{xlvi}

The school will promote student ownership of their own learning through the development of specific skills: goal setting, persistence, self-awareness, motivation, help seeking, progress monitoring, and self-efficacy. In addition, development of the following high-leverage learning techniques will be supported across the curriculum: time management, study skills, test taking, note taking, memorization, strategic reading, collaborative learning, and technological proficiency. Again, per Conley: “Teaching and emphasizing these skills and techniques is a key next step towards closing the achievement gap and towards enabling more students to learn the Common Core State Standards in ways that make them college and career ready.”^{xlviii}

Frick Impact Academy is committed to integrating the teaching of the Key Learning Skills and Techniques into all instruction for all scholars each academic year and to allow scholars time to practice and internalize the techniques so that they can be applied to future learning environments.

F. Gifted and Talented (GATE) Students

1. Identification of Gifted/Talented and Academically Advanced Students: As previously discussed, the goal of the school is to accelerate learning for all students, included academically advanced and gifted/talented students. Generally, the school operates from the position that all students are gifted/talented and have a right to be academically challenged. MAP assessments will identify how far above grade level academically advanced students are performing and support the development of strategies to differentiate instruction and accelerate learning for those students.

Best practices support using more than one criterion to identify gifted and talented students.^{xlix} The following criteria will be used to identify gifted and talented students at Frick Impact Academy: achievement, intelligence quotient (IQ), ability, and other test scores; motivation; parent/guardian, student, and teacher recommendations; classroom observations; and portfolio assessments. All instructional staff will be responsible for helping to identify these advanced scholars.

2. Research-based Instructional Programs and Strategies: The school will use the following strategies to meet the needs of academically advanced and GATE students:

- Optional enrollment of younger students from the middle grades who may be placed in high school courses for advanced academic instruction
- Advanced Placement (AP) courses and personalized project-based learning
- Concurrent community college enrollment
- Technology-enhanced learning, including online courses
- Advancement Via Individual Determination (AVID)
- Youth action research

All staff will be qualified to serve gifted and academically advanced students. As technology will be key in accelerating the learning of this subgroup, one Chromebook per student will be available for this subgroup and all Frick scholars.

G Supplemental Programming

1. Full-Service Community School

Frick Impact Academy is designed as a Full-Service Community School with a comprehensive integrated system of supports that are aligned with the mission, visions, and goals of the school. The integrated system of supports includes Expanded Learning Opportunities, Health Services and Family Engagement, and Support Services. Access to such comprehensive services can help mitigate non-academic barriers to learning and strengthen families, in alignment with the Frick Impact Academy mission. Safe Passages will serve as the Lead Agency Partner supporting the implementation of an integrated system of support for students and families and leveraging public and private resources to sustain programs. Safe Passages has partnered with the school community since 2000. For the last five years, Safe Passages has directly leveraged over \$180,000 per year in city, state, and federal funding in the school community. The leveraging of additional resources is expected to grow as the Frick Impact Academy is incubated and then implemented. The Full-Service Community Schools Manager is charged with overseeing school-based implementation and facilitating the COST.

The school will offer health services, including health education, sports physicals, and medical services, through its evidence-based SBHC. Scholars and their families are eligible for services and can access them on their own or be referred for services through the COST or SST process. Health services are optional but highly desirable, given the significant gaps in health care services for high-need populations, including students and families living in poverty.

The Frick Impact Academy will also offer a menu of evidence-based mental health services. Longtime partner EBAC will provide individual, group, and family counseling services. EBAC will leverage existing sources of funding, including EPSDT Medi-Cal reimbursements, to support mental health services. These services will be supplemented with MSW, MFT, and psychology graduate-student interns. All mental health services will be guided by the principles of trauma-informed care to best meet the needs of the student population.

Partnerships between the Frick Impact Academy, Oakland Police Department, City of Oakland's Department of Parks and Recreation, Oakland Public Libraries, OUSD Library Services, and other community providers will be nurtured to deepen the system of support for students and families. A Full-Service Community Schools approach aligns with the OUSD pillars of Increased Time on Task and Strong School Culture.

2. Extra- and Co-curricular Activities

The Frick Impact Academy will offer a rich, comprehensive expanded learning program that includes an Extended Day Program. The program aligns with the regular school-day instruction to provide quality academic acceleration, enrichment opportunities, and sports for Frick scholars. The Extended Day Program is managed by the Extended Day coordinator and supported through braided funding from the state (ASES), the City of Oakland (Oakland Fund for Children and Youth through a grant to Safe Passages), and the Corporation for National Community Service (AmeriCorps through a grant from Safe Passages). The Extended Day Program will operate five days per week during the school year, from 3:00 to 6:00 p.m., and offer extended hours during

1 minimum days.

2 Accelerated learning through small groups, one-on-one skill building, and academic mentoring
3 will be provided by highly qualified, trained instructors and AmeriCorps members at no cost to
4 families. AmeriCorps members work during the school day with an assigned cohort of high-need
5 students. High-need students will be specifically recruited to participate in the Extended Day
6 Program. Last year, 89% of students served through the Safe Passages AmeriCorps program
7 improved by at least one functional grade level in ELA and/or Math. A diverse menu of
8 enrichment opportunities will be provided to Frick scholars, including digital art, visual art,
9 music, cultural arts, dance, cheerleading, cooking, and STEAM. Enrichment options will be
10 tailored to the needs of the school and the preferences of the students. The program will be
11 evaluated annually for alignment with the regular school-day curricula and student academic and
12 youth development outcome objectives.

13 Athletics will play a significant role in the Frick Impact Academy. A wide variety of sports will
14 be offered to scholars to support physical fitness, health, STEAM, discipline, good citizenship,
15 and leadership development. Research demonstrates the power of sports in supporting these
16 areas of youth development. Sports offerings will be available to male and female scholars and
17 include basketball, soccer, lacrosse, cheerleading, volleyball, and baseball. Opportunities to
18 expand sports offerings will be developed over time. School teams will participate in both
19 middle and high school leagues.

20 **3. Summer School Bridge Programs**

21 The school will design and implement Summer Bridge programs for all incoming 6th- and 9th-
22 grade students, estimated to be 180 students total. The general Summer Bridge programs will
23 provide transition support for three hours a day over a one-week period for students as they move
24 from elementary to middle school and from middle school to high school. The Intensive Summer
25 Bridge programs will focus on high-need 6th- and 9th-grade students to adequately prepare them
26 for the transition to secondary school. A third track for incoming ELD scholars will be integrated
27 into Summer Bridge if needed.

28 To ensure that high-need students are identified for the Intensive Summer Bridge programs,
29 Frick Impact Academy will work with feeder schools to identify students based on academic and
30 engagement criteria. The intensive Summer Bridge track will be offered 4 hours a day for 4–5
31 weeks and serve approximately 100 students with academic support, transition support, and
32 enrichment. COST meetings will be scheduled for students requiring additional transition
33 support.

34 The school will seek funding from OUSD and align with the requirements of existing 21st
35 Century Summer Supplemental funding. In addition, the school will seek Oakland Fund for
36 Children and Youth (OFCY) funding and private resources to support its Summer Bridge
37 programs. All supplemental programming will uphold the OUSD pillars of Increased Time on
38 Task, Rigorous Academics, and Linked/Personalized Learning.

SECTION IV: TEACHING

A. Teacher Coaching

1. Primary Goals for Teaching

High-quality instruction is a critical factor in achieving the mission and vision of the Frick Impact Academy. Teachers will build collaborative practice rather than teach in silos, and the whole school will evolve into a professional learning community (PLC). The Frick Impact Academy PLC will provide teachers with the information, foundational documents, instructional materials, skills, tools, and collaborative time to create high-quality instruction. The school will employ a distributive instructional leadership model whereby every teacher is acknowledged as an instructional leader.

The model for empowering teachers will leverage the assets and strengths of teachers and encourage teachers to take ownership and hold each other accountable for high-quality instruction across all subject areas. Teachers will be organized into Instructional Leadership Teams by subject area, ELL, Special Education, and grade level to facilitate collaboration. In addition, a Faculty Advisory Council will be created to garner teacher input regarding instruction, coaching, and professional development for the Instructional Leadership Team.

The primary goals for teacher coaching at Frick Impact Academy are to provide a consistent feedback loop using research-based tools that reinforce the school's curriculum scope and sequence; a school-wide set of behavior-management agreements and consequences; and a shared set of Common Core-aligned, inquiry-based best practices for differentiated high-quality instruction. Specifically, teacher coaching will enable all Frick Impact Academy teachers to implement the proposed curriculum model across various student ability levels, inclusive of ELL and Special Education students.

Coaching is demonstrated to be a promising element of effective professional development and critical to improving instruction and educational reform efforts. Research has shown that effective coaching supports the following:¹

- Increased collaboration among teachers;
- Promotes reflective practice;
- Leads to improvements in instructional capacity;
- Increased opportunities improve discipline-specific practice; and
- Positive cultural change.

The primary goals for teacher-coaching at Frick Impact Academy are related to furthering the mission and vision of the school to ensure that every Frick scholar graduates from high school and college, career ready. The primary goals include the following:

- Empower teachers to deliver high quality instruction;
- Build on the assets and strengths of teachers to deliver high quality instruction;
- Provide a consistent feedback loop using research-based tools that reinforce the school's

- curriculum scope and sequence;
- Support a school wide set of behavior management agreements and consequences; and
- Provide a shared set of Common Core-aligned, inquiry-based best practices for differentiated high quality instruction.

Teacher-coaching will be aligned with OUSD’s Oakland Effective Teacher Framework (OETF).^{li} Specifically, coaching will support the four domains of OETF and their corresponding standards:

1. Domain 1: Planning and Preparation
 - Establishing a clear purpose for learning
 - Using knowledge of students to tailor instructions
 - Planning coherent, rigorous instruction
 - Planning challenging learning experiences for all students
2. Domain 2: Classroom Environment
 - Promoting an environment of respect and rapport
 - Establishing a culture for learning
 - Managing behavioral expectations and routines
 - Organizing physical space and resources
3. Domain 3: Teaching and Learning
 - Communicating with students
 - Questions and discussion techniques
 - Engaging and supporting all learners
 - Monitoring student understanding
4. Domain 4: Professional Responsibilities
 - Engaging in reflection to increase effectiveness
 - Growing and developing professionally
 - Collaborating with families
 - Participating in a professional community

The Frick Impact Academy believes that the proposed Teacher-coaching model will enable all teachers to implement the proposed curriculum model across various student ability levels, inclusive of ELL and Special Education students.

Finally, the Frick Impact Academy teacher-coaching model assumes an abiding respect for teachers and an unwavering commitment to high quality instruction. Teachers will be treated as professional in the context of coaching and professional development. Coaching schedules and criteria will be posted in advance, diligently followed, and impartially administered in a timely and professional manner. All persons involved in teacher-coaching will receive advance training to ensure consistency in evaluation and adherence to OEA and OUSD regulations and agreements.

2. Plan for Coaching

Coaching is a core strategy for achieving exceptional instruction in every classroom. Frick Impact Academy will implement the OUSD Teacher Growth and Development System (TGDS)

and the Oakland Effective Teaching Framework (OETF). The Frick Impact Academy teacher-coaching model will begin with a three-day orientation prior to the first day of instruction. The principal and teacher coach will lead this orientation with the support of Instructional Leadership Team leads and Faculty Advisory Council representatives selected by the teaching staff. During the orientation, all teachers will be provided with a clear outline of the teacher-coaching model, the schedule for observations (including peer observations), the biographies of all personnel involved in teacher coaching, and the observation criteria. All teachers will watch the OUSD-produced videos on the TGDS and will be provided with a binder that includes all the materials and tools to be utilized during the observations and feedback sessions. The initial orientation will focus on building a cross-functional team and emphasize the supportive intent of the peer-coaching model. The second day of orientation will be a SMARTe goal-setting work session facilitated by the teacher coach and principal. Teachers will receive a one-hour training on SMARTe goals, discuss examples of SMARTe goals most relevant to the Frick Impact Academy scholar population and curriculum, and work in small groups, pairs, and individually to articulate their own SMARTe goals for the academic year. The principal along with the teacher coach will review these goals with each teacher before the first observation. The last day of orientation will include a training session on performing a successful peer observation and the use of BloomBoard.

Personnel Involved in Teacher Coaching

Frick Impact Academy proposes to hire one teacher coach who will serve as the point person and coordinator for all teacher-coaching and professional development activities. The teacher coach will not serve in a supervisory role but rather as the hub of a support system designed to maximize coaching effectiveness and leadership development among the teaching staff. The teacher coach will possess five years of successful teacher experience; previous coaching experience; demonstrated knowledge of the Common Core standards across core content areas; experience in research-based instructional practices; deep knowledge of and experience in instructional strategies, conditions of learning, and teaching/learning processes; effective communication, collaboration, and interpersonal skills for building an environment with an instructional focus; ability to design and deliver quality professional development for administrators and teachers; and outstanding presentation and facilitation skills. This model will emphasize the empowerment of teachers as experts and encourage the utilization of teachers' expertise in creating high-quality instruction.

Teacher Feedback: Frick Impact Academy teachers will receive feedback from the principal, teacher coach, and their peers on both their lessons plans (uploaded to BloomBoard) and their teaching. The teacher coach and/or principal will substitute into classrooms to free up teachers to conduct preconference, observations, and post conference meetings with their peers. Teacher feedback will be discussed in meetings of the Instructional Leadership Teams, Faculty Advisory Council and the Leadership Team, and used in the performance-improvement process.

Focus Areas: Since Frick Impact Academy is a STEAM-focused school, teacher coaching will focus on the following: 1) effective implementation of the curriculum model; 2) Common Core alignment; 3) STEAM; 4) multicultural/Ethnic-Studies-infused STEAM integration; 5) embedding technology in the classroom; 6) Differentiated Instruction and Acceleration

strategies to strengthen instructional planning:

- Inquiry-based instruction and problem solving
- Acceleration
- Individualized instruction based on the zone of proximal development
- High-level instruction
- Academic discourse
- Academic vocabulary
- Bell-to-bell strategies (Do Now) to maximize instructional time
- Ongoing checks for understanding (ExitTicket)
- Technology as an instructional tool

Technology will support many of the instructional strategies but will require additional instructional planning. For example, Google Docs and the Google Suite tools will be used to embed writing across the curriculum, supporting horizontal alignment and strengthening key writing skills, but teachers will have to consider how best to build in the use of equipment and real-time, collaborative document creation into their instructional plans. Coaching will support teachers in integrating technology in their instructional plans. As part of the proposed collaboration with Leadership Public Schools, Frick Impact Academy will collaborate with the Oakland R&D High School on coaching related to the use of technology as an instructional tool.

Coaching on the system of instruction and intervention will support teachers integrating the needs of ELL students into their instructional plans to ensure that ELLs at all proficiency levels receive both targeted and explicit ELD instruction as well as full access to the academic demands of the Common Core and Next Generation Science Standards. Similarly, teachers will be supported through coaching to incorporate the needs of Special Education students into their instructional planning. Frick Impact Academy will utilize BloomBoard and the TGDS Step 1 Lesson Plan Template rubric to guide and evaluate teachers' instructional planning.

B. Professional Development

1. Professional Development Standards and Opportunities

As discussed in the Teaching section of this proposal, the school redesign embodies a deep commitment to the professional development of teachers. Effective professional development practices do the following:

- Focus on developing teachers' capabilities and knowledge to teach content and subject matter;
- Address teachers' classroom work and the problems they encounter in their school settings; and
- Provide multiple and sustained opportunities for teacher learning over a substantial time interval.^{liii}

Teachers will be provided appropriate time to collaborate to develop lessons, participate in real-time professional learning to develop and refine their instructional practice, and are accountable for effective implementation of the practices they have been sufficiently supported to implement. Teachers will also have the opportunity to meet with external experts to support the

implementation of the proposed curriculum model. For example, the Design Team has been invited to meet with David Conley, leading education expert in the field of college and career readiness and author of the Four Keys to College and Career Readiness model, in a professional development session organized by Leadership Public Schools.

The Frick Impact Academy professional development model will be a continuous improvement process, not a series of events. Professional development topics are selected to address the specific components of the redesigned Frick Impact Academy model and to thoroughly address the needs of the inaugural staff so as to ensure a cohesive and cross-functional team.

The monthly PD topics will include the following:

1. The Four Keys to College and Career Readiness
2. Key Learning Skills and Techniques and Closing the Achievement Gap
3. STEAM: Increasing Science Literacy across Content Areas
4. Frick Impact Academy Expectations: School-Wide and Classroom Management Systems, Including PBIS and COST
5. Immersive Technologies: how to integrate 21st-century technology into your classroom and curriculum, including BloomBoard, ExitTicket, Learning Lists, Gooru, Khan Academy, and Promethean Boards
6. RTI: Data Analysis, Problem Solving, and Instruction and Intervention
7. Differentiated Instruction and Remediation: how to use data to identify and meet the learning needs of students with varied learning styles and abilities within one classroom, including ELL and Special Education students
8. How to Use the NWEA MAP Assessments to differentiate instruction
9. Project-Based Learning and Student Action Research: how to develop projects that align with Common Core and the Frick Impact Academy multicultural STEAM curriculum
10. Linked Learning and Career Pathways: how to integrate “the real world” into your classroom and make the curriculum relevant to your students
11. Sustaining Ourselves and Our Students and Families: how to identify and prevent burnout and vicarious trauma; how to develop self-care mechanisms for teachers, trauma-informed care for students, and resources and referrals for students and families
12. Planning for the End of the Year Testing: how to shore up students’ test-taking abilities without “teaching to the test”

13. Planning for the Next Year: how to assess the strengths and challenges of your classroom and the school so as to make improvements for the following year; identifying school leaders and strengthening the cross-functionality of the team

14. Teacher-Selected Professional Development: based on teacher feedback and survey results, this session will be designed to meet the needs of teachers. This session will also serve as an opportunity to identify and address the strengths and challenges of the OPD sessions and to gather input into the professional development cycle for the following year.

Frequency: The whole staff will participate in required professional development four times per month, and Instructional Leadership Teams will meet an additional two hours per month. The Faculty Advisory Council will meet once per month to help design professional development sessions and identify additional professional development needs.

2. Cultural Responsiveness of the Professional Development Plans

Professional development activities will be designed and implemented to strengthen teachers' capacity to serve the cultural, linguistic, and learning needs (ELL, Special Education, and/or Gifted and Talented) of Frick Impact Academy scholars. As Critical Pedagogy is the overarching transformative approach, the professional development plans will be undergirded by cultural responsiveness, and trainers will facilitate each professional development activity through the lens of cultural responsiveness.

Professional development plans related to ELL students will also incorporate cultural responsiveness as best practices in ELL instruction, which includes incorporating and building on the prior experiences of ELL students. In addition, the Frick Impact Academy is committed to providing school-wide professional development to Special Education and general education teachers to serve the needs of mild- and moderate-needs students. A Special Education Instructional Leadership Team will be created and facilitated by the SPED coordinator. IEP and other assessments discussed above will support academic acceleration, differentiated instruction, and data-driven collaboration between teachers to meet the needs of Special Education students.

3. Evaluation of Professional Development

The professional development program will be evaluated throughout its implementation. Anonymous surveys will be required at the end of each monthly professional development session. Teachers will also be asked to rate and discuss the sessions during their teacher-observation feedback meetings with the teacher coach and principal. The collected data will be analyzed by the Instructional Leadership Teams, Faculty Advisory Council, and the Leadership Team as part of the program-improvement process and utilized to identify gaps in the professional development program and to drive future activities. The professional development practices and approach align with OUSD pillars of Rigorous Academics, Increased Time on Task and Educator Development and Pipelines.

SECTION V: FACILITIES

Facility Modifications/Improvements

The existing Frick Middle School was originally built in 1958 as Site 203 in Region 3; it was designed to accommodate 6th–8th grades. The site sits on 6.3 acres of land and consists of 85,323 square feet of permanent building area and another 5,969 square feet of portable classroom space. The current buildings consist of 38 classroom, 6 general education rooms, three program rooms, one flexible room, and one parent space. The outdoor space includes antiquated portables built between the years 1957 and 1969, and an all-blacktop recreational field that provides little to no green space for scholars. In order to accommodate all the STEAM academic components of the proposal and expand upon the Full-Service Community School vision as stated in the OUSD Strategic Plan, the Design Team proposes several facility upgrades and modifications, as outlined below.

The following documents and community forums guided the proposed facilities modifications: Oakland Unified School District, Facilities Master Plan, 2012; *The Pathway to Excellence: 2015-2020 Strategic Plan*; Oakland Unified School District, Design Guidelines, Draft, 2014; Community input meetings (held January–May 2015); Design Team member meetings (held January–May 2015); Parent survey forms (collected February–May 2015); stakeholders’ interviews (conducted March–May 2015); door-knocking events where community residents living within a mile parameter of the school grounds provided recommendations for internal and external capital improvements. DSK Architects provided advice and rendered architectural drawings for the proposed modifications, available in the Appendix.

In summary, the recommendations include the utilization of all existing buildings and outdoor spaces to accommodate the growth of a STEAM academy that will serve scholars in grades 6 through 12. It is recommended that the first floor of the main building be modified to accommodate the middle school (grades 6–8) classrooms and that the second floor house the proposed high school (grades 9–12). Finally, the proposal recommends significant improvements to the outdoor space to accommodate “outdoor classrooms,” a community partners building, additional green space, and sports facilities. The proposed modifications include the following:

All Buildings, Including Classrooms and Offices on Campus

- Install high-speed broadband/wireless Internet.
- Increase number of outlets to accommodate computers and other electronic equipment.
- Remove antiquated Ethernet-cable connections.
- Upgrade wattage levels of electrical systems.
- Upgrade existing glass windows to energy-efficient windows.
- Improve overall temperature cooling systems of buildings to account for number of computers and electrical use.
- Ensure that all climate control systems are energy efficient and inclusive of alternative fuels.
- Upgrade all existing bathrooms; install hands-free dryers and new mirrors.

Rationale: The Frick School has antiquated electrical systems, poor ventilation, and lacks energy-efficient building components. The modifications proposed to the existing buildings are necessary to deliver high-quality STEAM programs, increase solar and energy-efficient programs, and ensure the safety of the school community and its assets. Additionally, the modifications are aligned with the OUSD Facilities Master Plan goals of Supporting Full-Service Community Schools; Modernizing and Upgrading Facilities, including sustainability upgrades that reduce energy and water consumption; and Sustainability.

Safety Improvements

1. Add surveillance cameras in the cafeteria, back-of-the-school entrance, gym, main building hallways, and computer labs.
2. Reinforce locks on all doors, especially in computer rooms.
3. Reinforce locks on cabinets that store chemicals in computer rooms.

Rationale: The proposed safety modifications will provide additional security to the school community and to high-value computer equipment, and will prevent theft. Additionally, proposed locks to cabinets are necessary in order to limit access to toxic chemicals needed for computers and printers.

Main Buildings (A–D)—Classroom Modifications

1. 1st floor—grades 6–8: update one existing science laboratory; convert one existing classroom space into a STEAM innovation laboratory; upgrade computer room (room 102) with smart board; upgrade cabinet space; add additional computer spaces; and install a 3-D printer.
2. 2nd floor—grades 9–12: update two science laboratories to accommodate a STEAM program for high school students and convert one classroom into a computer laboratory (room 214).

Rationale: In order to implement the STEAM programs outlined in this proposal, the existing building classroom spaces must be upgraded to meet 21st-Century Classroom guidelines as described in the OUSD Facilities Master Plan. In addition, the proposed classroom modifications are aligned with the *OUSD Design Guidelines* that include specifications for 21st-Century Classrooms, Flexible Classroom Configurations, Classroom Environment, Classroom Storage, and Classroom Technology.

Library

1. Reconfigure the room adjacent to the library as a teacher resource room.
2. Upgrade library spaces to allow for increased computer access for online research.
3. Add a soundproof room for study groups.
4. Install an LCD interactive screen.
5. Replace old furniture with new ergonomic furniture.

Rationale: The proposed library modifications would provide a sufficient number of outlets and network connections for computer access. Modifications would provide a flexible configuration to enable medium-size meetings. Additionally, the proposed reconfigurations are aligned with

the Design Guidelines, the OUSD School Library Program Standards and the California School Library Program Standards.

Shops 1–2 and Health Center (Buildings D–F)

The team proposes to develop the existing Shops 1 and 2 spaces adjacent to the Health Center into a Family Resource Center. The requested modifications are the following:

1. Convert the Shop 1 building into an exercise and flexible meeting space for parents. This space would be utilized for exercise, nutrition, and other group activities.
2. Convert the Shop 2 building into a Parent Resource Office with space for a food pantry, computer room, childcare area, and a small office.
3. Upgrade the bathrooms attached to this building (currently not functional).

Rationale: Research demonstrates that scholars perform better academically when their parents are engaged and active in their children’s education. The Design Team recommends the development of a Parent Resource Center, which would provide sufficient and adequate space for families to gather, enhance their academic profile, participate in school and community activities, increase their capacity to guide their children’s education, and develop their own leadership skills to lead school-community programs and initiatives. These modifications are also aligned with the adopted Facilities Master Plan of 2012.

Portables G–K (built 1957–1969)

1. Demolish all portables.
2. Add one new community partners building with two multipurpose classroom spaces, one conference room, and five office spaces.
3. Install a modern high-tech greenhouse.

Rationale: The request to remove the existing portables is aligned with the OUSD Facilities Master Plan goal to “use permanent facilities to accommodate district enrollment goals and provide students with healthier learning environments.” The document also presents examples of how to accomplish this goal, e.g., “Substantially reduce the number of portables district-wide” (page 11 of the OUSD Facilities Master Plan, 2012).

The antiquated portables will be replaced by a new, permanent building for use by community-based providers. The building will have office and classroom space for wraparound services, after-school programs, gardening programs, adult education, academic tutoring, Restorative Justice and others. The proposed modifications are aligned with the OUSD Facilities Master Plan Goal. The greenhouse will allow for the development of a science program that will introduce scholars to a variety of industries, including agriculture, horticulture (the scientific cultivation of fruits, vegetables, herbs, flowers, and ornamental plants in nurseries and gardens), energy (solar, wind, and fuel cells), greenhouse manufacturing, hydroponics (soil-less growing), environmental-control software, lighting, heating and ventilation, polymers, and many more.

Auditorium/Theater/Multi-purpose/Cafeteria

1. Rehabilitate the existing snack bar to support scholars’ entrepreneurial skills.
2. Upgrade and maintain the kitchen.
3. Install a new sound system and stage lights in the theater.

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4. Update locks on the doors of Room M1 (existing office space behind cafeteria), to be used for housing after-school supplies.
5. Remodel existing teachers' lounge to make it an inviting area for teachers. The lounge needs new flooring, window treatments, furniture, and appliances.

Rationale: The modifications proposed above support the supplemental programs of the school. Currently, several spaces in this building are underutilized due to a lack of maintenance. The upgrades proposed would allow students and staff to conduct nutrition, theater, and other supplemental programming at the school.

Gymnasium and Health Education Room

1. Gymnasium: install new flooring, scoreboard, bleachers, lighting and sound system; remove showers; and create sports-medicine simulation lab.
2. Health Education Room: replace the floors and add mirrors; install projector/TV/DVD/CD system and locked space for sound system.

Rationale: The existing gymnasium is in need of upgrades to promote sports and community engagement. Also, the existing Health Education Room needs upgrades to accommodate performing arts programs such as dance, cheerleading, and other movement classes.

Major Capital Improvements

The Design Team is recommending two potential "major" capital improvements: a) removal of the existing portables (built in 1959) to make space for a new building structure for community partners offices and wraparound services; and b) the addition of a greenhouse in the location where the portables are currently located. The rationale for both of these capital improvements is provided above and is aligned with the goals of the OUSD Facilities Master Plan of 2012 and the OUSD Strategic Plan.

Use of Outdoor Space

The current space consists primarily of blacktop and is completely void of green space. Improvements to the outdoor space are critical to the implementation of STEAM-oriented career pathways, including sports medicine and chiropractic medicine. Additionally, the proposed sports facilities will enhance the overall well-being of scholars and community members alike. The addition of sports facilities and green space will greatly add to the overall "look" of the school, making it more appealing to prospective scholars and families. Neighborhood residents surrounding the school have equally expressed a desire to improve the school facility to add both aesthetic appeal and a sense of safety to the neighborhood.

Proposed Sports Facilities

The following modifications and outdoor space improvements are necessary to deliver the academic STEAM program that supports an extensive sports medicine and chiropractic focus. The recommended sports facilities improvements include the following:

1. **Soccer Field:** The major enhancement to the outdoor space will be the addition of a National Federation of State High School Association regulation-size soccer field that

will also serve as a lacrosse field. The Design Team surveyed families and concluded that the addition of soccer (“futbol”) will also be a great attraction to prospective families. The addition of a soccer field will also support the integration of many ELL scholars and their families, as the sport is a highly valued activity in many immigrant communities.

2. 100-meter Sprint Track: The available outdoor space will also accommodate a 100-meter sprint track where teachers can hold outdoor classroom programs related to body motion and sports injury.

3. Basketball Courts: The existing outdoor basketball courts will be upgraded to provide adequate space for the practice of this sport.

4. Other Sports- and Recreational-Space Modifications

- Installation of outdoor lighting in the field for night games.
- Outdoor lighting around the school for safety and facility access during night games.
- Update of the existing outdoor concession stand, including water and electrical systems.

Green Outdoor Space

Finally, the Design Team recommends further outdoor modification of the existing blacktop field to include ample, properly designed green spaces to increase scholars’ access to nature, and to beautify the overall outdoor space for the school and community at large. This will include the following:

1. The installation of fencing that utilizes natural “green” products, is adaptable to vegetation, and provides safety. Fencing will also allow the community to view the school activities from the outside perimeters of the school.
2. Landscaped schoolyard with trees, plants, and other natural components that provide for additional outdoor space for science curriculum, including biology and botany. In addition, a “green” playground will provide scholars with a safe and inviting space to relax, eat, and play.

Rationale: Research has shown a strong correlation between access to green space and learning. Research findings indicate five major benefits of a schoolyard habitat used as a classroom throughout the school day: (1) critical thinking and curiosity; (2) ownership and identity; (3) peace and calm; (4) respite and respect; and (5) adventure and imagination.^{liv}

Other External and Outdoor Improvements

1. The installation of an outdoor electrical billboard for school announcements.
2. Façade improvements, including repainting of the building.
3. Designation and design of a scholar drop-off and pick-up zone.
4. Installation of speed bumps around the perimeter to improve pedestrian safety.

The facilities modifications and improvements recommended in this section are integral to supporting the proposed STEAM Academy components and the development of healthy, well-supported young people and their families. In the focus group with the Design Team, students emphasized their strong desire for a beautiful, welcoming, campus. These modifications support the OUSD pillar of Strong School Culture.

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