OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
                Sondra Aguilera, Chief Academic Officer

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Frick United Academy
                of Language

Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student
                        Achievement (SPSA) for Frick United Academy of Language.

Background   In accordance with Education Code 64001, the School Plan for Student
                        Achievement (SPSA) shall be reviewed annually and updated, including proposed
                        expenditure of funds allocated to the school through the Consolidated Application
                        and the Local Control and Accountability Plan (LCAP) by the School Site Council
                        (SSC). The plans shall also be reviewed and approved by the governing board of
                        the local education agency at a regularly scheduled meeting. The purpose of the
                        SPSA is to coordinate all educational services at the school. The plan shall address
                        how funds provided to the school will be used to improve academic performance
                        of all pupils to the level of the proficiency goals, as established by the California
                        Department of Education.

Discussion   The SPSA builds on a premise that students are capable of learning with effective
                        instruction and includes school goals aligned with activities, provides analysis of
                        student performance data, focuses on student achievement and academic
                        intervention, implements high leverage school quality improvement actions,
                        directs resources where they will most impact student achievement, ensures that
                        all resources are aligned to serve identified student needs, and identifies parent
                        involvement activities associated with student success.

Fiscal Impact   The programs listed below are reported in the Consolidated Application
                        and allocated to school sites through the School Plan for Student
                        Achievement (SPSA):
                        ● Title I, Part A, including Comprehensive Support & Improvement Grant
                        ● Title IV, Parts A and B
                        ● After School Education and Safety (ASES)

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Frick United
                        Academy of Language

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School:	**Frick United Academy of Language**
CDS Code:	1612596057020
Principal:	Amapola Obrera
Date of this revision:	4/20/20

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

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

Contact:	Amapola Obrera	**Position:**	Principal
Address:	2845 64th Avenue	**Telephone:**	510-729-7736
	Oakland, CA 94605	**Email:**	amapola.obrera@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/20/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Frick United Academy of Language   **Site Number:** 219

X	Title I Schoolwide Program	☐	Additional Targeted Support & Improvement (ATSI)	X	LCFF Concentration Grant
☐	Title I Targeted Assistance Program	X	After School Education & Safety Program	☐	21st Century Community Learning Centers
X	Comprehensive Support & Improvement (CSI)	X	Local Control Funding Formula (LCFF) Base Grant	☐	Early Literacy Support Block Grant
☐	Targeted Support & Improvement (TSI)	X	LCFF Supplemental Grant		

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

    Date(s) plan was approved: **4/20/2022**

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

X	Flyers in students' home languages	X	Announcement at a public meeting	X	Other (notices, ParentSquare blasts, etc.)

Signatures:

Amapola Obrera	*Amapola Obrera*	4/21/2022
Principal	Signature	Date
Myeisha Jones	*Myeisha Jones*	4/26/2022
SSC Chairperson	Signature	Date
Clifford Hong	*Clifford Hong*	4/26/2022
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	4/29/22
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Frick United Academy of Language   **Site Number:** 219

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/16/2022	SSC & SELLS	Shared rationale & overview of plan.
2/15/2022	Administrative Leadership Team	Work session. Shared rationale & overview of plan.
3/16/2022	SSC & SELLS	Shared progress & answered questions
4/11/2022	Faculty	Feedback session at Faculty Meeting
4/20/2022	SSC & SELLS	Final review and approval

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- ***Foster Youth Program:*** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- ***Refugee & Asylee Program:*** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- ***McKinney-Vento Program:*** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$124,230.00
Total Federal Funds Provided to the School from the LEA for CSI	$94,800.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$914,785.42

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$113,625.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$27,825.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$3,030.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$279,460.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$7,575.00	TBD	After School Education and Safety Program (ASES #6010)	$152,581.42	TBD
Comprehensive Support and Improvement (CSI #3182)	$94,800.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$163,889.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$219,030.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$695,755.42**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$914,785.42**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Frick United Academy of Language	**School ID:** 219

School Description

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

School Mission and Vision

VISION: Frick SOL partners with families and community to create a space where students can practice cultural humility to build friendships across cultures and languages, embrace and celebrate difference, recognize and disrupt racial oppression, and feel safe and confident to take the risks necessary to challenge and reimagine current systems as they act as agents of change in their community and the world.
MISSION: Frick SOL, a public middle school in East Oakland reflects and embraces the full range of diversity and multilingualism Oakland provides. We ensure all students:
~are Academically Proficient and have access to an innovative, rigorous and responsive learning environment
~value Bilingualism/Biliteracy and have multiple opportunities to read, write and speak in two or more languages
~feel a sense of Cultural and Identity Belonging and grow a positive sense of their own cultural identity, and an ability and openness to interact across cultures
~embody Social-Emotional Literacy and learn to master self and social awareness, responsible decision-making and relationship skills

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-119.4	n/a	*not available until Fall 2022*	-99.4
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	15%	*not available until Fall 2022*	25%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-167	n/a	*not available until Fall 2022*	-147
CAST (Science) at or above Standard	All Students	3%	n/a	*not available until Fall 2022*	13%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-173.7	n/a	*not available until Fall 2022*	-153.7
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-176.9	n/a	*not available until Fall 2022*	-156.9
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	57%	*not available until Fall 2022*	47%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-232.8	n/a	*not available until Fall 2022*	-212.8
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-212.4	n/a	*not available until Fall 2022*	-192.4

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	2.6%	1%	*not available until Fall 2022*	13%
LTEL Reclassification	Long-Term English Learners	6.6%	3%	*not available until Fall 2022*	17%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

Student Connectedness to School	All Students	55%	64%	*not available until Fall 2022*	74%
Out-of-School Suspensions	All Students	11%	n/a	*not available until Fall 2022*	6%
Out-of-School Suspensions	African American Students	27%	n/a	*not available until Fall 2022*	17%
Out-of-School Suspensions	Special Education Students	33%	n/a	*not available until Fall 2022*	23%
Chronic Absenteeism	All Students	25%	21%	*not available until Fall 2022*	11%
Chronic Absenteeism	African American Students	31%	30%	*not available until Fall 2022*	20%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	80%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	Reading Intervention/ELD courses for students scoring multiple years below grade level. Full time counselor and interns	Investment in full-time Academic Counselor and Newcomer TA working directly with students outside of ELD courses.
LCAP Goal 2: Focal Student Supports	Focal students are accessing mental health, SEL, and academic supports offered.	Strong COST team, investment in full-time Academic Counselor, Mental health & SEL supports provided by EBAC, Wellness Together, Newcomer Social Worker, Counseling Interns, Culture Keepers; Academic Supports provided by Blueprint Math, Newcomer Program Assistant
LCAP Goal 3: Student/Family Supports	Strong COST that provides mental health services & consistent supports	Robust COST team & strong partnerships (EBAC, EBAYC, Wellness Together)

LCAP Goal 4: Staff Supports	All staff have access to Wellness Consultant including opportunites for weekly check-in support	Partnership with EBAC
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
LCAP Goal 1: College/Career Readiness	Most students come into 6th grade multiple grades below grade level in all academic areas	Large percentage of students labeled EL, newcomer, and/or special education; large percentage of students with high needs (majority of students qualify for free/reduced lunch, many students and families expdrience trauma, etc.)
LCAP Goal 2: Focal Student Supports	There is a need for more specialized supports, both academic and socio-emotional	Various and large numbers of high needs populations: Sped, Newcomer, ELL, free/reduced lunch, etc.
LCAP Goal 3: Student/Family Supports	There is a need for more support staff to serve distinct needs of student populations. Over 90% of total student body falls under one or more high needs groups (Special Ed, Newcomer, ELL, free/reduced lunch)	Due to the high level of trauma in our neighborhood, we serve a disproportionate number of students and families with tier 3 needs.
LCAP Goal 4: Staff Supports	Many of our new staff are new to teaching and/or new to the FUAL community. As a result they need a wide range of support including instructional planning, instructional delivery, restorative practices, trauma informed practices, and time management	School is still understaffed; previously high teacher turnover; school merger and destabilization of school communities; time constraints.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Frick United Academy of Language

SPSA Year Reviewed: 2021-22

SPSA Link: 2021-22 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have been implementing the SPSA as written, as best we can.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Our implementation has been a challenge due to staffing vacancies and shifts, and the effect of the pandemic on our students' attendance in school. We also have had to focus our capacity on COVID-relating testing.

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

We will continue to try to implement the SPSA as written.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Academic Counselor	SBAC ELA Distance from Standard Met	Provide school counseling to further the goals of academic achievement, vocational direction, and personal-social development. The counselor contributes to the achievement of these goals in ways that are appropriate and unique to him/her because of his/her position and special training. The principal goal of the counselor is to provide services that will enable the student to become aware of his own potential by utilizing his own resources as well as those of his environment so that he can maximize his efforts to become a more self-directed, fully functioning individual.	This is working, especially the part where our counselor, Mr. Cotter, meets with students to assess their academic and socio-emotional needs and works with the rest of the staff to meet those needs. Students are calmer and feel safe having Ms. Cotter perform this role.	We will continue to set aside funds to have a full-time academc counselor because the role is necessary to ensure students have the support need to be successful academilcally.
STEM Teacher	SBAC Math Distance from Standard Met	Plan, prepare, and deliver standards aligned Science and Math Instruction to sixth grade students. Plan, prepare, and deliver supplemental Title I activities and curriculum.	As of the second semester, we have this position filled and students are more consistently learning. The first semester, this position had a vacancy, which affected the implementation of this strategy.	We will continue to set aside funds to ensure that students receive appropriate math and science instruction.

Supplies	SBAC ELA Distance from Standard Met	School supplies help students engage with their assignments and curriculum in a meaningful way and allow for hands-on learning.	School supplies continue to be an essential component of learning. We have been able to purchase and provide the supplies needed for students to engage in learning.	We will continue to fund supplies to supplement base expenditures.
Refreshments	Student Connectedness to School	In addition to its benefits to the soul, food, specifically when shared and experienced with others, has also shown to benefit our minds and enrich our feelings toward other people. During a recent discussion on the NPR podcast "Hidden Brain", social psychologist Shankar Vedantam shared his findings on how eating the same foods together increases people's trust and cooperation with one another.	Due to covid, most of our meetings are currently being held virtually which makes eating together a challenge.	Because refreshments do strengthen student connectedness to school, we will continue to identify funds for this purpose and will focus on finding safe and creative ways to eat together during the pandemic.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Frick United Academy of Language | **School ID:** 219

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:	Establish a safe and predictable learning environment by promoting school -wide expectations for behaviors and academics.
School Theory of Change:	If we implement strategies to improve the culture and climate of our school, including the following specific components: culturally responsive lessons, restorative justice practices, and positive behavior intervention and support, then teachers and adminstrators will enhance thier relationships with students and use more effective conflict resolution techniques. Students will feel more positive about their school experience and spend more time engaged in instruction.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Schoolwide Orientation Campus Tours (PBIS/Culture Building)	Teachers lead a group of students on the Schoolwide Orientation Campus Tours	Agendas of the parts of the tours that staff members are assigned to do.		Tier 1
1-2	Participate in PD focused on Restorative Practices to develop context and best practices	Provide coherent PD on Restorative Justice Practice and strategies,	Agenda and sign in sheets for the PD.		Tier 1
1-3	Participate in PD focused on Culturally Responsive lessons	Provide coherent PD on Culturally Responsive lessons	Agenda and sign in sheets for the PD.		Tier 1
1-4	Work with Culture Committee to monitor student behavior data and intervention strategies	Provide school-wide student data during PD	Slide deck with the data for PD.		Tier 1
1-5	Work with the COST team to offer additional support for students.	Provide PD for referring students for COST resources and intervention.	Agenda and sign in sheets for the PD.		Tier 2

					Tier 1
1-6	Establish Peace Corners in all classrooms.	Leadership will provide PD and resources for teachers to establish for Peace Corners in thier classrooms.	Agenda and sign in sheets for the PD.		

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Priority:	Establish Mastery Based Grading as a school-wide practice/expectation				
School Theory of Change:	If we establish a concrete and coherent measure of success across content, then teachers have a clear base from which to build their curriculum and develop and implement appropriate scaffolds for students; and students and families are better able to participate in their learning with clearly established criteria.				
Students to be served by these actions:	*All Students*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**
2-1	Participate in PD focused on MBG practices to develop context and best practices	Provide coherent PD on Mastery Based Grading	Agenda and sign in sheets for the PD.		Tier 2
2-2	Work in Department teams to vertically align standards	Provide PD on best practices and work time for Departments to meet and plan; align ILT scope and sequence to build capacity of Department Heads to lead Department alignment	Agenda and sign in sheets for the PD.		Tier 2
2-3	Work individually to create scope and sequence aligned to standards and assessments and rubrics to support mastery	Provide PD on best practices and work time for teachers to plan; Coaching sessions to meet individual teacher needs	Agenda and sign in sheets for the PD.		Tier 2

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-4	Embed time in Content/Advisory courses to explicitly introduce concepts of MBG to students: consistent and frequent review of Rubrics and Academic Learning Expectations specific to content/unit/lesson. Advisory lessons to support general introduction to MBG, grading system, etc.	Provide Advisory lessons on MBG. Workshops for parents and families to understand MBG: context, purpose, how to read rubrics, etc	Slide deck.		Tier 2
2-5	Hire a reading teacher.	Support the reading teacher through coaching.	Improved SBAC scores.	All Staff	Tier 3

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	Build and implement common language and strategies around literacy development
School Theory of Change:	If we establish common literacy building strategies across content and language, then students will improve in their Reading Comprehension, Writing and Critical Thinking skills in both English and Spanish
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Participate in PD focused on literacy building strategies	Provide PD on literacy building strategies	Agenda and sign in sheets for the PD.		Tier 1
3-2	Work with PLC to establish and determine and align content-appropriate literacy scaffolding practices	Work with ILT to provide PD on best practices and work time for Departments to meet, plan, observe and analyze efficacy of agreed upon strategies	Agenda and sign in sheets for the PD.		Tier 1
3-3	Embed skills into scope and sequence. Use of common terms, strategies, and scaffolds into daily lessons	Provide teachers with regular coaching sessions to meet individual teacher need in embedding practices	Agendas for coaching sessions		Tier 1

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

	School Priority:	Professional Learning will center in growing depth of knowledge and establishing common practices in Instruction (Mastery Based Grading) and Socio-Emotional Learning (as outlined in our Culture Guide).				
	School Theory of Change:	If staff is well versed and given consistent opportunities to evaluate implementation of common (data-based) practices, students will improve in their literacy and critical thinking skills				
	Students to be served by these actions:	*All Students*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Provide timely feedback on PD	Work with Instructional Coaches, ILT and Culture Team to build a coherent and long-term PD Scope & Sequence	PD scope and sequence.		Tier 1
4-2	Participate in weekly full group and PLC driven PD	Work with ILT to provide PD on best practices and work time for Departments to meet, plan, observe and evaluate efficacy of agreed upon strategies	Agenda and sign in sheets for the PD.		Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)

	School Priority:	Improve academic outcomes for Black students.				
	School Theory of Change:					
	Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
	Students to be served by these actions:	*Black students and families*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will build strong relationships with families through ongoing communication and contact	Ensure Student Lead Conference (SLC) times are embedded into school calendar; Provide Professional Development for teachers on SLCs	SLC Professional Development for teachers & SLC times on school calendar		
5-2	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	PD calendar		
5-3	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	PD calendar		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (secondary instructions & resources)	
School Priority:	Build a cohesive and coherent program for Newcomers, ELLs and LTELs that align with schoolwide goals and embed schoolwide practices
School Theory of Change:	If we provide English Language Learners with Language development support in all content areas and build teacher capacity to address language development across the curriculum, ELLs will make progress towards reclassification as English fluent.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Participate in PD focused on Academic Language Scaffolds and Strategies	Work with Coaches and ILT to present language/literacy building scaffolds and strategies into daily lessons	Coaching notes.		Tier 2

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-2	Work with PLC to establish and determine and align content-appropriate literacy scaffolding practices	Work with ILT to provide PD on best practices and work time for Departments to meet, plan, observe and analyze efficacy of agreed upon strategies	Agenda and sign in sheets for the PD.		Tier 2
6-3	Embed skills into scope and sequence. Use of common terms, strategies, and scaffolds into daily lessons	Provide teachers with regular coaching sessions to meet individual teacher need in embedding practices	Coaching notes.		Tier 2

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)	
School Priority:	Incorporate a cohesive and inclusive Dual Language program into the General Education Program
School Theory of Change:	If the Dual Language component is aligned to schoolwide practices and goals, then literacy levels will increase in both English and Spanish
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Participate in PD focused on Academic Language Scaffolds and Strategies	Work with Coaches and ILT to present language/literacy building scaffolds and strategies into daily lessons	Lessons where these strategies are implemented		Tier 1
7-2	Work with PLC to establish and determine and align content-appropriate literacy scaffolding practices	Work with ILT to provide PD on best practices and work time for Departments to meet, plan, observe and analyze efficacy of agreed upon strategies	Agenda and sign in sheets for the PD.		Tier 1
7-3	Embed skills into scope and sequence. Use of common terms, strategies, and scaffolds into daily lessons	Provide teachers with regular coaching sessions to meet individual teacher need in embedding practices	Coaching notes.		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET **Site Number:** 219 **School:** Frick United Academy of Language

After School Learning Consultants	$152,581	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Work with ILT to provide PD on best practices and work time for Departments to meet, plan, observe and analyze efficacy of agreed upon strategies	219-1
10-Month Teacher on Special Assignment (TSA)	$37,138	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	8059	10-Month Classroom TSA	0.30	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Work with PLC to establish and determine and align content-appropriate literacy scaffolding practices	219-2
10-Month Teacher on Special Assignment (TSA) Math Coach	$86,656	Salesforce Mathematics Fund	1119	Certificated Teachers on Special Assignment Salaries	8059	10-Month Classroom TSA	0.70	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide PD on literacy building strategies	219-3
11-Month Teacher on Special Assignment (TSA)	$37,000	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7421	11-Month Classroom TSA	0.25	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Work in Department teams to vertically align standards	219-4
11-Month Teacher on Special Assignment (TSA)	$115,878	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7421	11-Month Classroom TSA	0.75	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Participate in PD focused on Restorative Practices to develop context and best practices	219-5
Certificated Pupil Support Salary	$29,872	Title I: Basic	1205	Certificated Pupil Support Salaries	3813	Counselor	0.20	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Provide coherent PD on Restorative Justice Practice and strategies,	219-6
Clerical Salaries	$56,609	LCFF Supplemental	2405	Clerical Salaries	7911	Liaison, Family Parent	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Math at or above Mid-Grade	Provide teachers with regular coaching sessions to meet individual teacher need in embedding practices	219-7
Community School Manager	$102,507	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7934	Program Mgr Community School	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Schoolwide Orientation Campus Tours (PBIS/Culture Building)	219-8

Community School Manager	$7,322	Measure G1	2305	Classified Supervisors' and Administrators' Salaries	7934	Program Mgr Community School	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Leadership will provide PD and resources for teachers to establish for Peace Corners in thier classrooms.	219-9
Community School Manager	$36,610	Salesforce Principal Innovation Fund	2305	Classified Supervisors' and Administrators' Salaries	7934	Program Mgr Community School	0.25	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Provide coherent PD on Culturally Responsive lessons	219-10
Computer Science Teacher	$50,762	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4627	Teacher, Structured English Immersion	0.38	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Participate in PD focused on Culturally Responsive lessons	219-11
Computer Science Teacher	$82,822	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	4627	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Participate in PD focused on Culturally Responsive lessons	219-12
Copier Maintenance	$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Participate in PD focused on Culturally Responsive lessons	219-13
library books	$6,406	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Establish Peace Corners in all classrooms.	219-14
Library Technician	$65,594	Measure G: Library	2205	Classified Support Salaries	8151	Library Technician	0.80	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide timely feedback on PD	219-15
Refreshment	$3,030	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide timely feedback on PD	219-16

Software Licenses	$7,575	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Work in Department teams to vertically align standards	219-17
Substitute Teacher Incentive Plan (STIP) Teacher	$73,541	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8773	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide coherent PD on Restorative Justice Practice and strategies,	219-18
supplies	$17,825	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide PD on literacy building strategies	219-19
Teacher	$52,918	One-Time COVID Funding	1105	Certificated Teachers' Salaries	3458	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Participate in PD focused on literacy building strategies	219-20
Teacher	$70,616	Measure G1	1105	Certificated Teachers' Salaries	8078	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Provide coherent PD on Culturally Responsive lessons	219-21
Teacher	$83,058	Measure G1	1105	Certificated Teachers' Salaries	4274	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Participate in PD focused on Restorative Practices to develop context and best practices	219-22
Teacher	$83,753	Title I: Basic	1105	Certificated Teachers' Salaries	3515	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Embed skills into scope and sequence. Use of common terms, strategies, and scaffolds into daily lessons	219-23
Unallocated	$20,662	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Participate in PD focused on Restorative Practices to develop context and best practices	219-24

Unallocated	$2,893	Measure G1	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Participate in PD focused on MBG practices to develop context and best practices	219-25
Unallocated	$86,841	Salesforce Principal Innovation Fund	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide PD on literacy building strategies	219-26
Unallocated	$4,466	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Participate in PD focused on Restorative Practices to develop context and best practices	219-27

Title 1, School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements. **Frick United Academy of Language** *agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement.*

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:
-Providing family workshops

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:
-Hosting Student Led Conferences

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

*Families and school staff engage in regular, two-*way*, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:
Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. This meeting was held on Wednesday, August 25th, 2021 at 5:00pm. The school communicates to families about the school's Title I, Part A programs by:
-Holding a School Site Council Meeting every month.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:
-Holding Parent Workshops

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:
-Using the ParentSquare App and making Robocalls.

OUSD Family Engagement Standard 3: Parent Volunteering Program

*Families are actively involved as volunteers and audiences at the school or in other locations t*o *support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:
Have family outreach events and food distribution events and invite families to volunteer at the school as long as

Title 1, School Parent and Family Engagement Policy

<mark>they pass the COVID-19 Symptom Check, have registered with the Oakland Ed Fund, have been tested for tuberculosis and have their fingerprints taken.</mark>

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including virtual class, homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

<mark>During family conferences, families will co-create actions to support their child in meeting their academic and SEL goals.</mark>

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

<mark>Providing professional development and engaging staff in family conferences.</mark>

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

<mark>Providing two family academic conferences with a student led component for each family every year.</mark>

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:
<mark>Monthly School Site Council (SSC) meetings</mark>

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

Providing translation services and accessibility to facilities for all family engagement meetings.

The school provides support for parent and family engagement activities requested by parents by:

<mark>Providing communication and scheduling support through the main office.</mark>

OUSD Family Engagement Standard 6: Community Collaboration and Resources *Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

Title 1, School Parent and Family Engagement Policy

The school coordinates and integrates the Title 1, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

Partnering with EBAC & Native American Health Center to provide wellness workshops for families, physical health appointments through our school-based clinic and providing free groceries to families every week while under covid restrictions and monthly thereafter.

Adoption

This policy was adopted by Frick United Academy of Language on August 25 and will be in effect through May 28, 2022.

The school will distribute this policy to all parents on or before Aug 31, 2021

Name of Principal: Amapola Obrera
Signature of Principal: *Amapola Obrera*
Date: August 25, 2021

Title 1, School Parent and Family Engagement Policy

*Todas las escuelas de Título I conjuntamente desarrollarán una escritura a los padres y la familia participación de política de con la colaboración de y distribución a todos los padres y miembros de familia. Esta política describe el procedimiento para llevar a cabo designado Título I, de la Parte los padres y familia de los requisitos. **Frick Unida Academia de Lengua** se compromete a poner en práctica las siguientes prácticas de participación, de acuerdo con el Distrito de Oakland Unificado normas para la participación de la familia.*

OUSD Familiar Compromiso Estándar 1: Padre/cuidador Programa de Educación

Las familias son apoyadas con la crianza de los estudiantes, la comprensión del estudiante y de los adolescentes desarrollo de crianza, y el de establecimiento del hogar y las condiciones que de apoyo a los niños como estudiantes en cada edad y nivel de grado.

La escuela ofrece a padres ayuda la en comprensión sobre el estado y como esta en asuntos académicos de los estándar de contenido, evaluaciones, y cómo supervisar y mejorar el rendimiento de sus hijos a través de:
-Brindando talleres familiares

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el académico de los estudiantes y sus logros y de apoyar la participación de los padres en significativas interacciones con la escuela por:
-Organizar conferencias dirigidas por estudiantes

OUSD Familiar Compromiso Estándar 2: La comunicación con padres y los cuidadores

Las familias y personal escolar se involucran en significativa comunicación sobre el aprendizaje de los estudiantes.

La escuela le comunica a las familias acerca de los Padres y de la Familia Participación Política de por:
Convocar una reunión anual, en un momento conveniente, a la cual todos los padres serán invitados y animando asistir, para informar a los padres de su escuela en la participación del Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a estar involucrados. Esta reunión se realizó el día jueves, septiembre de 24, 2020 a las 4: 00pm. Los escuela se comunica con las familias sobre la escuela Título I, Parte A los programas de:
Realización de una reunión Escolar del Consejo de reunión cada mes.

La escuela se comunica con las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones para medir del el progreso de su estudiante, y niveles de los estudiantes que se espera que que se encuentran en:
Realización de talleres para padres.

La escuela distribuye la información relacionada con escuela de lay los los programas de padres, reuniones, informes escolares, y otras actividades para los padres en un formato y lenguaje que los padres entienden por:
Uso de la aplicación ParentSquare y hacer llamadas telefónicas automáticas.

OUSD Familiar Compromiso Estándar 3: Programa de Padres Voluntarios

Las familias activamente participan como voluntarios y audiencias en la escuela o en otros lugares para el apoyo de estudiantes y programas escolares.

Title 1, School Parent and Family Engagement Policy

La escuela ofrece oportunidades para que las familias se como ofrezcan voluntarias en los salones de clases y otras actividades al:

<mark>Tener eventos de familia, distribución de alimentos y distribución de materiales. eventos e invitar a las familias a ser voluntarias en la escuela siempre y cuando pasen el control de síntomas COVID-19 y se les hayan tomado las huellas.</mark>

OUSD Familiar Compromiso Estándar 4: aprendizaje en el hogar

Las familias están involucradas con sus hijos en el aprendizaje de las actividades del hogar, incluyendo la clase virtual, tareas y otros planes de estudio-vinculadas actividades y decisiones.

La escuela ofrece a padres los materiales y capacitación para ayudarles a trabajar con sus hijos para mejorar sus hijos logró por:

<mark>Durante las conferencias familiares, las familias co-crearán acciones para ayudar a sus hijos a alcanzar sus metas académicas y de SEL.</mark>

OUSD Familiar Compromiso Estándar 5: Poder compartido y toma de decisiones

Las familias de la escuela y el personal son iguales socios en las decisiones que afectan a los niños y las familias y juntos influir, informar, y crear prácticas políticas, y programas.

Con la ayuda de los padres, la escuela educa a personal los miembros del en el valor de las de las contribuciones de los padres, y en cómo trabajar con los padres como iguales socios por:

<mark>Proporcionar desarrollo profesional y de acoplamiento personal en conferencias familiares.</mark>

La escuela ofrece oportunidades para reuniones con un flexible horario que permite a los padres a participar en las decisiones relacionadas con la educación de sus hijos:

<mark>Proporcionar dos conferencias académicas familiares con un componente dirigido por estudiantes para cada familia cada año.</mark>

La escuela involucra a los padres de una manera oportuna, en la planificación, revisión y mejoramiento de la escuela Título I, la Parte A los programas de y la Escuela de Padres y Familia Política por:
<mark>Junta mensual de el Escolar Consejero (SSC)</mark>

La escuela ofrece oportunidades para la participación de todos los padres, incluyendo los padres con limitada habilidad en Inglés, los padres con discapacidades, y padres de estudiantes migratorios, por:
<mark>Proporcionar apoyo de comunicación y programación a través de la oficina de la escuela.</mark>

La escuela proporciona apoyo a los padres y familia, actividades solicitados por los padres por:

Title 1, School Parent and Family Engagement Policy

<mark>Proporcionar comunicación de programación apoyo a través de la oficina principal</mark>

OUSD Familiar Participación Estándar 6: Colaboración de Comunidad y Recursos para coordinar
los recursos y servicios para las familias,los estudiantes, y la escuela con empresas, agencias y otros grupos, y proporcionar servicios a la comunidad.

Las de la escuela coordenadas e integra el Título 1, Parte A Un padres y familiares y su participación programa con otros programas y actividades, tales como de recursos para centros de padres, para alentar y apoyar a los padres en más plenamente participar en la educación de sus hijos por:

<mark>Asociarse con EBAC & Native American Health Center para brindar talleres de bienestar para familias, citas de salud física a través de nuestra clínica en la escuela y proporcionar alimentos gratuitos a las familias todas las semanas bajo restricciones de covid y mensualmente a partir de entonces.</mark>

Adopción

Esta política fue adoptada por Frick United Academy of Language el 25 de <mark>agosto</mark> y estará en efecto hasta mayo 28 de 2021.

La escuela distribuirá esta política a todos los padres en o antes del <mark>31 de agosto de 2021</mark>.

Nombre de la directora: Amapola Obrera
Firma de la directora: *Amapola Obrera*

Fecha: <mark>25.8.21</mark>

Title I School School- Parent Compact 2021-2022

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

The Frick United Academy of Language School-Parent Compact is jointly developed with and distributed to parents of Title I students. The School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

Building Parent Capacity for Involvement

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

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

1. The State of California's academic content standards

2. The State of California's student academic achievement standards

3. The State of California and Oakland Unified School District's academic assessments, including alternate assessments

4. Academic proficiency levels students are expected to achieve

5. How to monitor their child's progress

    We generally review academic expectations at Back to School Night and review progress two times a

year during family academic conferences. In addition, we are developing a series of workshops to support parents in supporting the school and its students in its site-based goals for the year.

➤ Provides materials and training to help Title I Program Parents work with their

children to improve their children's academic achievement.

➤ Educates staff, with the assistance of Title I parents, on the value of parent

Contributions and how to work with parents as equal partners.

We are currently in the process of developing long-term efforts to increase opportunities to train classroom teachers on how to engage with and maximize relationships with all families. Meanwhile, we ask teachers to promote family facing initiatives and opportunities during Professional Development and Staff Meetings, when possible.

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

Because 99% of our population qualifies for free or reduced lunches, all parental involvement activities are integrated and open to all parents and families.

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

Communications are sent home in English and Spanish 3-5 days in advance of a scheduled activity.

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

This is a function of the SSC that allows for regular opportunities for parent input in regards to needs and requests.

Accessibility

• Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school

reports in a form and language parents understand.

Documents, communications and meetings are regularly translated for parents whose first language is not English into other languages when available .

Adoption

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

This policy was adopted by the Frick United Academy of Language parents and staff and will be in effect for the 2021-22 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Frick United Academy of Language's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Amapola Obrera   8/25/21

_____   _____

Amapola Obrera, Principal   date

Escuela Título I - Acuerdo de Padres 2020-2021

Todas las escuelas de Título I desarrollarán una política escrita de participación de los padres de Título I con aportes y distribución a todos los padres de Título I para incluir una descripción de los medios para llevar a cabo los siguientes requisitos de participación de los padres de Título I.

El Pacto entre la escuela y los padres de Frick United Academy of Language se desarrolla en conjunto y se distribuye a los padres de los estudiantes del Título I. El Pacto entre la escuela y los padres describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe cómo la escuela y los padres desarrollarán una asociación para ayudar a los niños a alcanzar el dominio de los estándares de contenido de California. Como recordatorio, conserve toda la documentación del Pacto entre la escuela y los padres de cada estudiante en su sitio para fines de auditoría.

Desarrollando la Capacidad de los Padres para la Participación

Frick United Academy of Language involucra a los padres en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estas metas y desarrollar la capacidad de participación de los padres, hace lo siguiente:

• Ayuda a los padres del Título I a comprender los estándares de contenido académico, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.

1. Los estándares de contenido académico del estado de California

2. Los estándares de rendimiento académico de los estudiantes del estado de California

3. Las del estado de California y del evaluaciones académicas de Distrito Escolar Unificado de Oakland, incluyendo evaluaciones alternativas

4. Niveles de competencia académica que se espera que logren los estudiantes

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5. Cómo monitorear el progreso de su hijo

Generalmente revisamos las expectativas académicas en la Noche de Regreso a la Escuela y revisamos el progreso tres veces al año durante las conferencias de padres y maestros. Además, estamos desarrollando una serie de talleres para ayudar a los padres a apoyar a la escuela y sus estudiantes en sus metas escolares para el año.

➢ Proporciona materiales y capacitación para ayudar a los padres del programa Título I a trabajar con sus hijos. para mejorar el rendimiento académico de sus hijos.

Este año, nos hemos asociado con Oakland Parents Together para involucrar a las familias en una serie de talleres para revisar los factores protectores de las familias saludables. También nos hemos asociado con Oakland Reads 2020 para equipar a las familias con estrategias apropiadas para su edad para promover la alfabetización. Finalmente, nos hemos asociado con First Teacher para apoyar a las familias de TK / K con la alfabetización temprana en el hogar.

➢ personal educa, con la ayuda de los padres del Título I, sobre el valor de los padres CONTRIBUCIONES y cómo trabajar con los padres como socios iguales.

Actualmente estamos en el proceso de desarrollar esfuerzos a largo plazo para aumentar las oportunidades de capacitar a los maestros del salón de clases sobre cómo interactuar y maximizar las relaciones con todas las familias. Mientras tanto, pedimos a los maestros que promuevan iniciativas y oportunidades de cara a la familia durante el Desarrollo Profesional y las Reuniones de Personal, cuando sea posible.

➢ Coordina e integra las actividades de participación de los padres del programa Título I con otras actividades que animan y apoyan a los padres a participar más plenamente en la educación de sus hijos.

Debido a que el 99% de nuestra población califica para almuerzos gratis o reducidos, todas las actividades de participación de los padres están integradas y abiertas a todos los padres y familias.

➢ Distribuye a los padres del Programa Título I, de manera oportuna, información del programa relacionada con la escuela y los programas para padres, reuniones y otras actividades en una forma y lenguaje que los padres entiendan.

Las comunicaciones se envían a casa en inglés y español 3-5 días antes de una actividad programada.

➢ Brinda apoyo, durante las regulares reuniones, para las actividades de los padres solicitadas por el Título I Padres del programa.

Esta es una función del SSC que permite oportunidades regulares para la participación de los padres con respecto a las necesidades y solicitudes.

Accesibilidad

• Brindar oportunidades para que participen todos los padres de Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. Esto incluye proporcionar información e informes escolares en una forma y un idioma que los padres comprendan.

Los documentos, comunicaciones y reuniones se traducen regularmente para los padres cuyo primer idioma no es el inglés.

Adopción

• Esta Política de Participación de los Padres en la Escuela se ha desarrollado y acordado conjuntamente con los padres de niños que participan en los Programas del Título 1, Parte A, como lo demuestra.

Esta política fue adoptada por los padres y el personal de Frick United Academy of Language y será vigente para el 2021-22 año escolar. La escuela distribuirá esta política a todos los padres de los niños participantes del Título 1, Parte A. Estará disponible para la comunidad local. Frick Estados Academia Idiomas notifica a los padres de esta política será en un formato comprensible y uniforme, a la medida de lo posible, en un idioma que los padres puedan entender.

Amapola Obrera   Amapola Obrera, Directora   fecha: 25.8.21

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

Frick United Academy of Language
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Myeisha Jones
Vice Chairperson:	Geriel Delgado
Secretary:	Jaymie Lollie

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Student (Required)	Term (1st or 2nd year term)
Melissa Medina	☐	☐	☐	☑	☐	1
Fahd Elmuflihi	☐	☐	☐	☑	☐	1
Jean Lara Cervantes	☐	☑	☐	☐	☐	1
Geriel Delgado	☐	☑	☐	☐	☐	1
Humberto Bracho	☐	☑	☐	☐	☐	1
Amapola Obrera	☑	☐	☐	☐	☐	
Myeisha Jones	☐	☐	☐	☑	☐	1
Jaymie Lollie	☐	☐	☑	☐	☐	1
Nicole Adams	☐	☐	☐	☑	☐	1
Amanda Mendez	☐	☐	☐	☑	☐	1
	☐	☐	☐	☐	☐	
*Highlighted in yellow are classroom teachers confirmed in Aeries-SM	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	3rd Wednesday of each month at 5:00pm

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups.
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. **Secondary SSC's must have student member(s)**; and
5. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)