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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Frick United Academy of Language

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Frick United Academy of Language



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

2023-2024 School Plan for Student Achievement (SPSA)

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

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 Oakland, CA 94605	Telephone: 510-729-7736 Email: amapola.obrera@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> 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: 5.18.2023

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|--|

Signatures:

<p><u>Amapola Obrera</u> <i>Principal</i></p>	<p><u><i>Amapola Obrera</i></u> Signature</p>	<p><u>5.17.23</u> Date</p>
<p><u>Myeisha Jones</u> <i>SSC Chairperson</i></p>	<p><u><i>Myeisha Jones</i></u> Signature</p>	<p><u>5.18.2023</u> Date</p>
<p><u>Clifford Hong</u> <i>Network Superintendent</i></p>	<p><u></u> Signature</p>	<p><u>5/25/23</u> Date</p>
<p><u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i></p>	<p><u><i>Lisa Spielman</i></u> Signature</p>	<p><u>5/19/23</u> Date</p>

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/26/23	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/8/2023	SSC & SELLS combined	Shared rationale and overview of the site plan.
4/11/2023	Administrative Leadership Team	Convened feedback session with Administrative Leadership Team.
4/12/2023	SSC & SELLS combined	Convened feedback session with SSC and SELLS.
5/10/2023	SSC & SELLS	

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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$133,660.00
Total Federal Funds Provided to the School from the LEA for CSI	\$150,300.01
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$961,588.03

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)	\$122,250	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$28,200	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,260	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$287,310	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$174,995	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,150	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$150,300	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$187,123	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$283,960	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$677,628	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$961,588
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and current description, mission, and vision will automatically populate the cells below. Update this information for next year as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

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

School Demographics

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
50.6%	49.4%	46.8%	21.5%	11.4%	0.0%	95.9%	19.6%

% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
32.9%	0.6%	59.5%	1.3%	0.0%	0.0%	0.3%	1.9%

1B: STUDENT GOALS & TARGETS

Instructions:

For each measure, **all** targets and outcomes are already filled in, as this is the final year of data for our current 2021-2024 LCAP cycle. Your baseline data and annual outcomes are populated automatically. Schools will have an opportunity to set new targets next winter for the 2024-2027 LCAP cycle.

Note that some assessment data may not be available due to the COVID-19 pandemic. The metrics will still appear in the table, but you will see "n/a" or prior year values where data are not available.

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

School Goal for College, Career & Community Readiness:
Close distance from met on SBAC ELA and SBAC Math.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-119.4	n/a	-146.4	<i>not available until Fall 2023</i>	-99.4
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	14.5%	15.5%	<i>not available until Fall 2023</i>	24.5%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-167	n/a	-195.7	<i>not available until Fall 2023</i>	-147.0
CAST (Science) at or above Standard	All Students	3.2%	n/a	0.9%	<i>not available until Fall 2023</i>	13.2%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.						
School Goal for Targeted Supports for Focal student groups demonstrate accelerated growth to close our equity Focal Student Groups: gap.						
Academic Measures & Annual Targets for Focal Student Groups						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-173.7	n/a	-169.4	<i>not available until Fall 2023</i>	-153.7
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-176.9	n/a	-178.9	<i>not available until Fall 2023</i>	-156.9
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	57.2%	61.0%	<i>not available until Fall 2023</i>	47.2%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-232.8	n/a	-226.9	<i>not available until Fall 2023</i>	-212.8
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-212.4	n/a	-222.6	<i>not available until Fall 2023</i>	-192.4
Reclassification Measures & Annual Targets						
<i>*Complete Part 1 of ELD Reflection</i>						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2022-23 Target
ELL Reclassification	English Learners	2.6%	1.2%	5.4%	<i>not available until Fall 2023</i>	12.6%
LTEL Reclassification	Long-Term English Learners	6.6%	3.4%	12.5%	<i>not available until Fall 2023</i>	16.6%

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

School Goal for Student & Family Engagement: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	55.2%	64.4%	45.4%	<i>not available until Fall 2023</i>	74.4%
Out-of-School Suspensions	All Students	11.4%	n/a	15.3%	<i>not available until Fall 2023</i>	6.4%
Out-of-School Suspensions	African American Students	26.5%	n/a	15.3%	<i>not available until Fall 2023</i>	16.5%
Out-of-School Suspensions	Special Education Students	33.3%	n/a	15.3%	<i>not available until Fall 2023</i>	23.3%
Chronic Absenteeism	All Students	25.3%	21.1%	73.4%	<i>not available until Fall 2023</i>	11.1%
Chronic Absenteeism	African American Students	30.6%	30.3%	80.2%	<i>not available until Fall 2023</i>	20.3%

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

School Goal for High-Quality Staff: Maintain staff who are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	n/a	73.1%	73.1%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Some students are doing well, as measured by the SBAC.	Society supports some students better than others. Some school-based programs have been impactful for some students
<i>LCAP Goal 2: Focal Student Group Supports</i>	Some focal student groups are performing better than others.	Similar to above, society supports some students better than others. Some school-based programs have been impactful for some students.. Provide opportunities for tutoring through extended contracts for all students, specifically our focal student groups.
<i>LCAP Goal 3: Student & Family Engagement</i>	Some students are suspended at lower rates than others.	Some students, more than others, feel safe and welcomed at school. Resources such as interpretation and childcare supports parent engagement and help students and families to feel included and able to participate in the educational processes.
<i>LCAP Goal 4: Staff Supports</i>	Staff retention rates are higher than in some previous years, or close to.	The school works to provide a rewarding experience for staff.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Many students are not doing well, as measured by the SBAC.	Society fails some students more than others. Some school-based programs have not been impactful for some students.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Some focal student groups have greater levels of unfinished learning.	Similar to above, society fails some students more than others. Some school-based programs have not been impactful for some students.

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Families are provided more opportunities to engage in schoolwide events to strengthen school connectedness, which will positively impact students engagement. We can work to solve this by providing enriching field trips to museums and other off-campus learning experiences. Field trips that align with core academic standards are needed as they are an opportunity to deepen the students' understanding of Math, ELA and Science standards through targeted learning experiences.</p>	<p>Some students, more than others, feel less safe and welcomed at school.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>We would prefer staff retention rates to be even higher.</p>	<p>The work can be challenging for staff. increase staff retention rates and help ensure our students are career, college and community ready through the work of our TSA</p>

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Frick United Academy of Language

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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 articulated.

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

Implementation of the SPSA to achieve the articulated goals has been a challenge due to staffing vacancies and absences.

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 implement the SPSA as written to the best of our ability.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Reading and ELD Teacher	i-Ready Reading at or above Mid-Grade	Support smaller groups of students improve their reading.	There has been some improvement in reading for some students as indicated by the i-ready data .	Continue to fund out of base as our students continue to need literacy support as indicated by the i-ready snapshot data that shows that the majority of our students are not yet reading at grade level
Academic Counselor	Student Connectedness to School	Support counseling interns in running small therapy groups; academic student guidance; Master scheduling	During the in-person SSC and SELLS meeting parents reported feeling connected to school, which in turn may carry over to students. Students actively seek out support from Academic Counselor as well as Counseling Interns	Continue to fund out of Supplemental funding to keep counselor at full-time.
Refreshments	Student Connectedness to School	Provide refreshments for parents during SSC and SELLS meetings.	Unable to evaluate this expenditure at this time. This year parents preferred to meet online as opposed to in-person.	Discontinue as these meetings are currently being held online and it is not possible to provide refreshments.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Frick United Academy of Language

School ID: 219

3: SCHOOL STRATEGIES & ACTIONS

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

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 administrators will enhance their 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:	<i>All Students</i>

#	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

1-6	Establish Peace Corners in all classrooms.	Leadership will provide PD and resources for teachers to establish for Peace Corners in their classrooms.	Agenda and sign in sheets for the PD.		Tier 1
1-7	Collaborate with After School Program to establish a safe and predictable learning environment by promoting school-wide expectations for behaviors and academics.	Provide opportunities for collaboration between school day staff and after school staff	Alignment between After School Program and School Day		

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:	<i>All Students</i>

#	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.	Focal student groups demonstrate accelerated growth to close our equity gap.	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.	Close distance from met on SBAC ELA and SBAC Math.	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.	Students and families are welcomed, safe, healthy, and engaged.	Tier 2
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.		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:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	Close distance from met on SBAC ELA and SBAC Math.	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	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
3-4	Collaborate with After School Program to build and implement common language and strategies around literacy development	Provide opportunities for collaboration between school day staff and after school staff	Alignment between After School Program and School Day		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:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	Focal student groups demonstrate accelerated growth to close our equity gap.	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.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
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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:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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	Focal student groups demonstrate accelerated growth to close our equity gap.	

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	Focal student groups demonstrate accelerated growth to close our equity gap.	
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

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:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	Close distance from met on SBAC ELA and SBAC Math.	Tier 2
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.	Close distance from met on SBAC ELA and SBAC Math.	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.	Students and families are welcomed, safe, healthy, and engaged.	Tier 2

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	If the Dual Language component is aligned to schoolwide practices and goals, then literacy levels will increase in both English and Spanish				
School Theory of Change:	Students and families are welcomed, safe, healthy, and engaged.				
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	Close distance from met on SBAC ELA and SBAC Math.	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.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 1

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 219

School: Frick United Academy of Language

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
after-school contract over \$25K	\$149,995	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Collaborate with After School Program to establish a safe and predictable learning environment by promoting school-wide expectations for behaviors and academics.	219-1
after-school contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Collaborate with After School Program to establish a safe and predictable learning environment by promoting school-wide expectations for behaviors and academics.	219-2
Restorative Justice Facilitator	\$115,892	California Community Schools Partnership Program	2205	Classified Support Salaries	New	Restorative Justice Facilitator	0.85	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Provide coherent PD on Restorative Justice Practice and strategies,	219-3
12-Month Community School Manager	\$42,532	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7934	12-Month Community School Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Work with the COST team to offer additional support for students.	219-4
Family/Parent Liaison	\$65,351	California Community Schools Partnership Program	2405	Clerical Salaries	7911	Family/Parent Liaison	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Embed skills into scope and sequence. Use of common terms, strategies, and scaffolds into daily lessons	219-5
parent refreshments	\$1,225	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Collaborate with After School Program to establish a safe and predictable learning environment by promoting school-wide expectations for behaviors and academics.	219-6
Teacher, Structured English Immersion	\$58,176	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	3515	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	LTEL Reclassification	Participate in PD focused on literacy building strategies	219-7
10-Month Classroom Teacher on Special Assignment (TSA)	\$42,492	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	8059	10-Month Classroom Teacher on Special Assignment (TSA)	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Embed skills into scope and sequence. Use of common terms, strategies, and scaffolds into daily lessons	219-8

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 219

School: Frick United Academy of Language

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$44,036	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7421	11-Month Classroom Teacher on Special Assignment (TSA)	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Provide coherent PD on Culturally Responsive lessons	219-9
To be allocated in Fall 2023.	\$5,596	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	219-10
RJ PD	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Out-of-School Suspensions	Participate in PD focused on Restorative Practices to develop context and best practices	219-11
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	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	219-12
supplies	\$18,200	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Establish Peace Corners in all classrooms.	219-13
Copy machine	\$10,000	LCFF Discretionary	6425	Duplicat Equipment >= \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Schoolwide Orientation Campus Tours (PBIS/Culture Building)	219-14
Teacher, Structured English Immersion	\$61,657	LCFF Supplemental	1105	Certificated Teachers' Salaries	4169	Teacher, Structured English Immersion	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Participate in PD focused on Culturally Responsive lessons	219-15

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 219

School: Frick United Academy of Language

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$17,614	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7421	11-Month Classroom Teacher on Special Assignment (TSA)	0.10	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Provide school-wide student data during PD	219-16
extended contracts	\$4,789	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Participate in PD focused on Restorative Practices to develop context and best practices	219-17
Counselor	\$33,994	LCFF Supplemental	1205	Certificated Pupil Support Salaries	3813	Counselor	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Work with Culture Committee to monitor student behavior data and intervention strategies	219-18
Assistant Principal, Middle School	\$162,235	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	7913	Assistant Principal, Middle School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Collaborate with After School Program to establish a safe and predictable learning environment by promoting school-wide expectations for behaviors and academics.	219-19
interpreters for parent engagement	\$2,022	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Schoolwide Orientation Campus Tours (PBIS/Culture Building)	219-20
Refreshments for parent engagement	\$5,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Schoolwide Orientation Campus Tours (PBIS/Culture Building)	219-21
Library Technician	\$78,173	Measure G, Library Support	2205	Classified Support Salaries	8151	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Collaborate with After School Program to establish a safe and predictable learning environment by promoting school-wide expectations for behaviors and academics.	219-22

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 219

School: Frick United Academy of Language

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$37,097	Measure G1	1105	Certificated Teachers' Salaries	7460	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Participate in PD focused on Restorative Practices to develop context and best practices	219-23
Teacher, Structured English Immersion	\$109,896	Measure G1	1105	Certificated Teachers' Salaries	4274	Teacher, Structured English Immersion	1.00	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	219-24
Restorative Justice Facilitator	\$20,452	Measure G1	2205	Classified Support Salaries	New	Restorative Justice Facilitator	0.15	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Work with Culture Committee to monitor student behavior data and intervention strategies	219-25
12-Month Community School Manager	\$8,506	Measure G1	2305	Classified Supervisors' and Administrators' Salaries	7934	12-Month Community School Manager	0.05	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Work with the COST team to offer additional support for students.	219-26
supplies	\$13,172	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Establish Peace Corners in all classrooms.	219-27
Consultant	\$58,000	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Work with PLC to establish and determine and align content-appropriate literacy scaffolding practices	219-28
Teacher, Structured English Immersion	\$76,197	Salesforce Middle School Computer Science Grant	1105	Certificated Teachers' Salaries	4627	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	219-29

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 219

School: Frick United Academy of Language

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Classroom Teacher on Special Assignment (TSA)	\$99,148	Salesforce Middle School Math Coach Grant	1119	Certificated Teachers on Special Assignment Salaries	8059	10-Month Classroom Teacher on Special Assignment (TSA)	0.70	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Participate in PD focused on MBG practices to develop context and best practices	219-30
12-Month Community School Manager	\$119,089	Salesforce Principal Innovation Fund	2305	Classified Supervisors' and Administrators' Salaries	7934	12-Month Community School Manager	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Work with Culture Committee to monitor student behavior data and intervention strategies	219-31
interpreters for parent engagement	\$2,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Opportunities to engage families	219-32
childcare	\$1,260	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	increase parent engagement by providing childcare allowing families to feel included in all education processes.	219-33
11-Month Classroom Teacher on Special Assignment (TSA)	\$114,494	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7421	11-Month Classroom Teacher on Special Assignment (TSA)	0.65	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Participate in PD focused on MBG practices to develop context and best practices	219-34
extended contracts	\$7,756	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	219-35
field trips	\$8,150	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Field trips that align with core academic standards are needed as they are an opportunity to deepen the students' understanding of Math, ELA and Science standards through targeted learning experiences.	219-36



Title I, Part A School Parent and Family Engagement Policy

Finalized on 8/31/22

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 a family workshop on how to use a platform (Google classroom, Aeries, ParentSquare, etc.) to support your student's learning once a quarter.**

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 a Family Workshop on how to support learning from home.**

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 will be held on Wednesday, August 31st, 2022 at 5:00pm.**

The school communicates to families about the school's Title I, Part A programs by:

- **Holding a School Site Council (SSC) 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:

- **Enabling all families to have access to the necessary platforms. The workshops from Standard 1 will include training for the necessary platforms.**

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 and making Robocalls.**



Title I, Part A School Parent and Family Engagement Policy

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- **Having regular food distribution events and inviting families to volunteer in the school as long as they pass the COVID-19 Symptoms Check, have been fingerprinted, and meet all OUSD volunteer requirements.**

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including 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:

- **During student-led conferences, families will co-create actions to support their child in meeting their academic and socio-emotional learning goals.**

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:

- **Providing professional development and engaging staff in family conferences.**

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:

- **Providing two family academic conferences with a student-led component for each family every year.**

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:

- **Holding monthly School Site Council (SSC) meetings .**

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 communication and scheduling support through the school main office and Family Liaison**

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

- **Providing translation services and accessibility for all family engagement meetings.**

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.

The school coordinates and integrates the Title I, 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:



**FRICK UNITED
ACADEMY OF
LANGUAGE**
OAKLAND, CALIFORNIA

Title I, Part A School Parent and Family Engagement Policy

- **Partnering with East Bay Agency for Children (EBAC) & Native American Health Center to provide wellness workshops for families, physical health appointments or referrals through our school-based clinic, and providing free groceries to families monthly.**

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the Frick United Academy of Language on August 31, 2022 and will be in effect for the period of August 8, 2022 through **May 25, 2023**.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Amapola Obrera

Name of Principal

Amapola Obrera

Signature of Principal



Title I, Part A School Parent and Family Engagement Policy

Todas las escuelas de Título I desarrollarán conjuntamente una política escrita de participación de padres y familias con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de los padres y la familia del Título I, Parte A.

Frick Unida Academia de Idioma

Se compromete a poner en práctica las siguientes prácticas de participación, de acuerdo con los Estándares para la participación familiar significativa del distrito escolar unificado de Oakland:

Estándar 1 de participación familiar de OUSD: Programa de educación para padres/tutores

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

La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.

Proporcionar un taller familiar sobre cómo usar una plataforma (GoogleClassroom, Aeries, ParentSquare, etc.) para apoyar el aprendizaje de su estudiante una vez por trimestre.

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en una interacción significativa con la escuela al:

Organizar un taller familiar sobre cómo apoyar el aprendizaje desde casa.

Estándar 2 de participación familiar de OUSD: comunicación con los padres y tutores

Las familias y el personal de la escuela se involucran en una comunicación regularmente, mutuamente y significativa sobre el aprendizaje de los estudiantes.

La escuela comunica a las familias acerca de la Política de participación de padres y familias de la escuela mediante:

Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y explicar los requisitos del programa y el derecho de los padres a participar. (Esta reunión se llevó a cabo el miércoles 25 de agosto de 2021 a las 5:00 pm).

La escuela se comunica con las familias sobre los programas Título I, Parte A de la escuela mediante:

Teniendo una reunión del consejo escolar todos los meses.

La escuela comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes al:

Permitir que todas las familias tengan acceso a las plataformas necesarias. Los talleres del Estándar 1 incluirán capacitación para las plataformas necesarias.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entiendan por:

Uso de la aplicación ParentSquare y hacer llamadas telefónicas automáticas.



Title I, Part A School Parent and Family Engagement Policy

Estándar 3 de Participación Familiar de OUSD: Programa de Padres Voluntarios

Las familias participan activamente como voluntarias y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela brinda oportunidades para que las familias se ofrezcan como voluntarias en las aulas y otras actividades escolares al::

Tener eventos regulares de distribución de alimentos e invitar a las familias a ser voluntarios en la escuela siempre que pasen la verificación de síntomas de COVID-19, se les hayan tomado las huellas dactilares y cumplan con todos los requisitos de voluntariado de OUSD.

Estándar 4 de participación familiar de OUSD: aprendizaje en el hogar

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos.

Durante las conferencias dirigidas por los estudiantes, las familias co-crearán acciones para apoyar a su hijo en el logro de sus metas de aprendizaje académico y socioemocional.

Estándar 5 de participación familiar de OUSD: poder compartido y toma de decisiones

Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.

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

Proporcionar desarrollo profesional e involucrar al personal en conferencias familiares.

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

Proporcionar dos conferencias académicas familiares dirigidas por estudiantes para cada familia cada año.

La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela al:

Llevar a cabo reuniones mensuales del Consejo Escolar (SSC) .

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, al:



Title I, Part A School Parent and Family Engagement Policy

Brindar servicios de traducción y accesibilidad para todas las reuniones de participación familiar.

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

Proporcionar comunicación de programación apoyo a través de la oficina principal

La escuela brinda apoyo para las actividades de participación de los padres y la familia solicitadas por los padres al:

Proporcionar servicios de traducción y accesibilidad para todas las reuniones de participación familiar.

Estándar 6 de participación familiar de OUSD: colaboración y recursos comunitarios

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos al:

Asociarse con East Bay Agency for Children (EBAC) y Native American Health Center para brindar talleres de bienestar para familias, citas de salud física o referencias a través de nuestra clínica escolar y proporcionar alimentos gratuitos a las familias mensualmente.

Si un Plan Escolar de Título I no es satisfactorio para los padres, un padre puede enviar cualquier comentario sobre el plan (SPSA) a la Oficina de Planificación de Recursos Estratégicos.

Adopción

Esta política fue desarrollada y adoptada conjuntamente por Frick United Academy of Language el 31 de agosto de 2022 y estará vigente durante el período del 8 de agosto de 2022 al 25 de mayo de 2023.

La escuela distribuirá esta política a todos los padres a más tardar el 30 de septiembre del año escolar en curso.

Nombre de la directora: Amapola Obrera

Firma de la directora: *Amapola Obrera*

Fecha: 31 de agosto de 2022



Frick United Academy of Language School-Parent-Student Compact 2022-23

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

This School-Parent-Student Compact is in effect for the 2022-23 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.

Teachers will participate in monthly Professional Development, twice monthly PLCs, and regular Individual Coaching Sessions focused on developing and refining curriculum and instruction strategies to meet state content standards and student academic needs.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

We will review and finalize this compact at Back to School Night and discuss it two times a year during family academic conferences.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Via student Advisors.
- Via bi-annual Student Led Conferences.
- Via 8th grade Parent Meeting.

- 4) Provide parents reasonable access to staff.

Parents may communicate with staff any time via ParentSquare, may call to have phone and/or virtual conferences, and may make appointments to meet with staff in-person.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Having regular food distribution events and inviting families to volunteer in the school as long as they pass the COVID-19 Symptoms Check, have been fingerprinted, and meet all OUSD volunteer requirements.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.



School will hold Student Led conferences twice a year and provide materials to help them improve the academic achievement of their students.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

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.

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

Communications are sent home in English and Spanish in advance of a scheduled activity, and other languages when available via ParentSquare.

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by ensuring that my student is completing their homework and encouraging them to attend the After School Program.

Teacher Responsibilities

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Advisory teacher will act as a liaison around student behavior, including but not limited to tardies, cell phone violations, and cuts.

Student Responsibilities

Student will agree to following behavior expectations:

- Attend all classes, be on time, and stay in classes (teachers shall issue passes as needed)
 - Please note that a "tardy" can vary slightly from teacher to teacher. At a minimum, you should be inside the classroom or assigned PE area. Some teachers can/may require that you be seated.
- Not use a cell phone during school hours (from when you enter the campus until you exit the campus)
- Follow all school rules, including health-related rules
- Work hard to pass classes, including getting extra help when needed
- Use respectful and appropriate language and behavior with staff and students
- Seek adult support in an event of a conflict and not engage in conflicts in person or on social media
- Follow dress code at all times



Student has been made aware of the following OUSD/FUAL rules, that they CANNOT:

- Willfully participate in a physical altercation
- Cause or threaten, harass other students in person or on social media/messaging
- Possess, used, sold, furnished or been under the influence of any controlled substance including alcoholic beverages or intoxicants of any kind.
 - This includes, but is not limited to, drug paraphernalia such as lighters and vape pens

Behavior that can negatively impact students on Student Behavior Improvement Contract:

- Being tardy during any tardy sweep
- Cutting a class (being in another class/area, wandering the halls, leaving class without permission) at any time
- Abuse of hall pass (generally >10 minutes since time of departure)
- Leaving a class for reasons other than cooling off or at any time without permission/IEP accommodation
- Use of a cell phone during class, passing periods, lunch, in the restroom, etc.

This Compact was adopted by Frick United Academy of Language on August 31, 2022, and will be in effect for the period of August 8, 2022 to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2022.

Amapola Obrera
Principal's Name

Amapola Obrera
Signature of Principal

August 31, 2022
Date



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



DISTRITO ESCOLAR
UNIFICADO DE OAKLAND
Escuelas Comunitarias, Estudiantes Progresando

Pacto entre la escuela, los padres, y estudiantes 2022-23

FRICK UNITED ACADEMY OF LANGUAGE

Este Pacto entre la escuela y los padres se ha desarrollado conjuntamente con los padres y los miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Pacto entre la escuela y los padres está vigente para el año escolar 2022-23.

Responsabilidades de la escuela

La escuela acuerda llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1) Proporcionar currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**

Los maestros participarán en desarrollo profesional mensual, PLC dos veces al mes y sesiones regulares de capacitación individual enfocadas en desarrollar y refinar el plan de estudios y las estrategias de instrucción para cumplir con los estándares de contenido estatales y las necesidades académicas de los estudiantes.

- 2) Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**

Revisaremos y finalizaremos este pacto en la Noche de Regreso a la Escuela y lo discutiremos dos veces al año durante las conferencias académicas familiares.

- 3) Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**

- A través de asesores estudiantiles
- A través de conferencias bianuales dirigidas por estudiantes
- A través de la reunión de padres de 8vo grado

- 4) Proporcionar a los padres acceso razonable al personal.**

Los padres pueden comunicarse con el personal en cualquier momento a través de ParentSquare, pueden llamar para tener conferencias telefónicas o virtuales y pueden hacer citas para reunirse con el personal.



- 5) **Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**

Tener eventos regulares de distribución de alimentos e invitar a las familias a ser voluntarios en la escuela siempre que pasen la verificación de síntomas de COVID-19, se les hayan tomado las huellas dactilares y cumplan con todos los requisitos de voluntariado de OUSD.

- 6) **Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**

La escuela llevará a cabo conferencias dirigidas por estudiantes dos veces al año y proporcionará materiales para ayudarlos a mejorar el rendimiento académico de sus estudiantes.

- 7) **Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios.**

Actualmente estamos en el proceso de desarrollar esfuerzos a largo plazo para aumentar las oportunidades de capacitar a los maestros de clase sobre cómo participar y maximizar las relaciones con todas las familias. Mientras tanto, les pedimos a los maestros que promuevan iniciativas y oportunidades para la familia durante el desarrollo profesional y las reuniones del personal, cuando sea posible.

- 8) **Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**

Las comunicaciones se envían a casa en inglés y español antes de una actividad programada y en otros idiomas cuando estén disponibles a través de ParentSquare.

Responsabilidades del maestro

Acepto apoyar el aprendizaje de mis alumnos de las siguientes maneras::

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres
- Esforzarse por abordar las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
- Advisory teacher will act as a liaison around student behavior, including but not limited to tardies, cell phone violations, and cuts.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ser voluntario en el aula de mi hijo si es posible.
- Participar en decisiones relacionadas con la educación de mi hijo.



- Promover el uso positivo del tiempo extracurricular de mi hijo asegurándome de que mi estudiante esté completando su tarea y alentándolo a asistir al programa después de la escuela.

Responsabilidades de los estudiantes

El estudiante aceptará las siguientes expectativas de comportamiento:

- Asistir a todas las clases, llegar a tiempo y permanecer en las clases (los maestros emitirán pases según sea necesario).
- Tenga en cuenta que una "tardanza" puede variar ligeramente de un maestro a otro. Como mínimo, debe estar dentro del salón de clases o en el área de educación física asignada. Algunos maestros pueden requerir que esté sentado.
- No usar un teléfono celular durante el horario escolar (desde que ingresa al campus hasta que sale del campus).
- Siga todas las reglas de la escuela, incluidas las reglas relacionadas con la salud.
- Trabajar duro para aprobar las clases, incluida la obtención de ayuda adicional cuando sea necesario.
- Usar lenguaje y comportamiento respetuoso y apropiado con el personal y los estudiantes.
- Busque el apoyo de un adulto en caso de conflicto y no participe en conflictos en persona o en las redes sociales.
- Siga el código de vestimenta en todo momento.

El estudiante ha sido informado de las siguientes reglas de OUSD/FUAL, que NO PUEDEN:

- Participar voluntariamente en un altercado físico.
- Causar o amenazar, acosar a otros estudiantes en persona o en las redes sociales/mensajería.
- Poseer, usar, vender, proporcionar o estar bajo la influencia de cualquier sustancia controlada, incluidas bebidas alcohólicas o intoxicantes de cualquier tipo.
 - Esto incluye, pero no se limita a, parafernalia de drogas como encendedores y bolígrafos vape.

Comportamiento que puede afectar negativamente a los estudiantes en el Contrato de Mejoramiento del Comportamiento Estudiantil:

- Llegar tarde durante cualquier barrido de tardanzas.
- Salir de una clase (estar en otra clase/área, deambular por los pasillos, salir de clase sin permiso) en cualquier momento
- Abuso del pase de pasillo (generalmente >10 minutos desde la hora de salida).
- Abandonar una clase por motivos que no sean para refrescarse o en cualquier momento sin permiso/adaptación del IEP.
- Uso de un teléfono celular durante la clase, el paso de los períodos, el almuerzo, en el baño, etc.

Este pacto fue adoptado por Frick United Academy of Language el 31 de agosto de 2022, y estará vigente durante el período del 8 de agosto de 2022 al 25 de mayo de 2023.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A en o antes del 30 de septiembre de 2022.

Firma de la Directora

Amapola Obrera

Fecha

31 de agosto de 2022



Strategic Resource Planning (SRP)

Frick United Academy of Language School Site Council Membership Roster 2022-2023

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)
Amapola Obrera	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Damyha Gates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Geriel [REDACTED]	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jean Lara Cervantes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Yesenia Castro-Mitchell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jaymie Lollie	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jade Taggart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Myeisha Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Rochelle Stallworth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Maria Cerda Abarca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
*Highlighted in yellow are classroom teachers confirmed in Aeries-SM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Wednesday of every month at 5:00pm on Zoom
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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.

