

Board Office Use: Legislative File Info.	
File ID Number	21-2151
Introduction Date	10/13/21
Enactment Number	21-1651
Enactment Date	10/13/2021 CJH



Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - Frick United Academy of Language

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Frick United Academy of Language.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

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

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Frick United Academy of Language



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Frick United Academy of Language
CDS Code: 1612596057020
Principal: Amapola Obrera
Date of this revision: 5/12/2021

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
Address: 2845 64th Avenue
Oakland, CA 94605

Position: Principal
Telephone: 510-729-7736
Email: amapola.obrera@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/12/2021
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 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 (ASES) | <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 (ELSBG) |
| <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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/12/2021

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

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

Signatures:

Amapola Obrera <i>Principal</i>	<i>Amapola Obrera</i>	Signature	<u>6/14/2021</u> Date
Robert L. Smith <i>SSC Chairperson</i>	<i>Robert L. Smith</i>	Signature	<u>6/14/2021</u> Date
Clifford Hong <i>Network Superintendent</i>	<i>Clifford Hong</i>	Signature	<u>6/18/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/21/2021</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/9/2020	SSC & SELLS	Reviewed 2020-21 SPSA and implentation & progress thus far
1/13/2021	SSC & SELLS	Reviewed 2020-21 SPSA and implentation & progress thus far & discuss changes needed for 2021-22 school year
	Instructional Leadership Team	Conducted ILT work session to discuss school goals.
3/11/2021	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organznzational practices aligned to school goals.
3/8/2021	Faculty	Reviewed budget priorities
4/1/2021	SSC & SELLS	Reviewed draft 2021-22 SPSA
4/14/2021	SSC & SELLS	2021-22 SPSA Q & A
4/29/2021	Instructional Leadership Team	Reviewed draft SPSA
5/12/2021	SSC & SELLS	Final SPSA approved by SSC; budget tab not yet loaded so budget spreadsheet shared instead

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$129,150.00
Total Federal Funds Provided to the School from the LEA for CSI	\$117,950.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$799,334.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$118,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$24,975.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,150.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$274,550.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$48,450.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$7,875.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,259.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$117,950.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$247,100.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$552,234.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$799,334.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Reading Intervention/ELD courses for students scoring multiple years below grade level. Full time counselor and interns (one per grade level and newcomer)	Investment in full-time Reading Specialist, investment in a full-time counselor. Investment in Newcomer TA working directly to support Newcomer Students outside of ELD courses.
<i>Focal Student Supports</i>	Focal students are accessing Mental Health, SEL, and Academic services offerered	Strong COST and Attendance Team. 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

<i>Student/Family Supports</i>	Strong COST team and leadership of CSM. Providing consistent home visits and Mental Health services	Robust Attendance Team and COST; strong partnerships with community based organizations
<i>Staff Supports</i>	Most teachers receive 1:1 instructional coaching. All staff have access to Wellness Consultant	Support of Teachers & Staff provided by Math CCTL, TSA, Wellness Consultant
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Most students enter 6th grade multiple years below grade level; access to College & Career Readiness Services	High population of EL, Newcomer, and Sped students; high percentage of students eligible for free/reduced lunch; need to build partnerships with feeder high schools and apply for CTE grants to bring more college/career exposure
<i>Focal Student Supports</i>	Systematizing teachers into support team services (communication loop). Need for more specialized supports (academic and social-emotional). Language/culture barrier with mam speaking families.	Various and large high needs groups (~20% sped. ~25% Newcomer (~50% of school ELL), ~90% free/reduced lunch, etc).
<i>Student/Family Supports</i>	Need more support staff to serve distinct needs of student populations. ~90% of total population falls under one or more high need tier groups (Special Education, Newcomer, English Learner, Free/Reduced Lunch)	Because of the high level of trauma in our neighborhood, we serve a disproportionate number of students and families with tier 3 needs
<i>Staff Supports</i>	Many of our staff are new to teaching and/or new to the FUAL neighborhood and community. As a result they need a wide range of support including instructional planning, instructional delivery, restorative practices, trauma informed practices, and time management.	Previously high teacher turnover, school merger (destabilization of previous school communities). Time constraints, cost of more formalized PD

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: Improve DFM for ELA and Math.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-108.5 (Spring 2019)	n/a	-93.5
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	38.0%	n/a	43.0%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	140.0
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	n/a	n/a	n/a
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal for May 2024:	To increase proficiency in math and language arts standards for focal students
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.	

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-148.2 (Spring 2019)	n/a	128.2
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-72.1 (Spring 2019)	n/a	52.1
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	African-American Students	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	65.1%	n/a	60.1%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-231 (Spring 2019)	n/a	211.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-131.6 (Spring 2019)	n/a	111.6
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	African-American Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	5.9%	n/a	10.9%

LTEL Reclassification	Long-Term English Learners	Reclassify 25%	5.0%	n/a	10.0%
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Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: All students build relationships to feel connected and engaged in learning.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	56.5%	n/a	61.5%
Suspensions	All Students	-2pp	0.8%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	7.7%	n/a	5/7%
Chronic Absence	All Students	-2pp	25.3%	n/a	43.0%
Chronic Absence	African-American Students	-2pp	30.6%	n/a	50.2%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024: Improve staff retention, compared to last year.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	80%	95.0%
Teacher Retention	All Teachers	above 80%	n/a	n/a	80%

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.

School: Frick United Academy of Language

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

Instructions: Please complete any **yellow** cells below to provide information on the implementation of your 20-21 SPSA thus far. *Please do not make changes to your goals or other plan content here—you will have an opportunity to update your plan for 21-22 when you complete Part 3.*

20-21 Conditions for Student Learning Priority:

Build safe & predictable learning environments by promoting culturally responsive, school-wide expectations for behavior & academics.

Theory of Change:

If we build safe & predictable learning environments by promoting culturally responsive, school-wide expectations for behavior & academics then our students will be successful in high school and beyond.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

tbd

What evidence do you see that your practices are effective?

tbd

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

tbd

20-21 Standards-Based Instruction Priority: Mathematics

Theory of Change:

If we focus on the instructional core (the relationship between students, teacher, content & task) and hold students to high expectations, students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks

Related School Goal:

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

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

tbd

What evidence do you see that your practices are effective?

tbd

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

tbd

20-21 Language & Literacy Priority: Literacy	
Theory of Change:	If we focus on the instructional core (the relationship between students, teacher, content & task) and hold students to high expectations, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks
Related School Goal:	21% of students increase meeting proficient or above on SBAC decreasing the DF3 from -111 to -97. Students will grow 100 points in SRI by May 2019
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
tbd	
What evidence do you see that your practices are effective?	
tbd	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
tbd	
20-21 Conditions for Adult Professional Learning Priority: Culture & Climate	
Theory of Change:	If we are clear on the standards we are teaching and how to get students to mastery, have protected time to plan culturally responsive, rigorous lessons based on student needs & adjust instruction based on data, Students, families, and teachers will feel efficacious and students' academic and social/emotional needs will be met. If we create a culturally responsive system of discipline and hold students to high expectations around behavior and relationships with peers, Students will understand the purpose of their learning, and feel safe and motivated to engage in rigorous tasks.
Related School Goal:	Decrease the number of chronically absent students by 5% over the 2019-20 baseline by June 2020.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
tbd	
What evidence do you see that your practices are effective?	
tbd	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
tbd	
20-21 Conditions for English Language Learners Priority: EL Reclassification	

Theory of Change:	We will use school-wide EL strategies to support all students. LTELS will be closely monitored and given additional supports in classroom and during intervention to accelerate language development.
Related School Goal:	All ELLs students and parents will have an understanding of the requirements for reclassification; and how it impacts their ability to meet all A-G requirements for high school.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
tbd	
What evidence do you see that your practices are effective?	
tbd	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
tbd	
Arts, Music, and World Languages Priority: High School Readiness	
Theory of Change:	We create an Individualized Learning Plan for every student which includes social/emotional and academic goals, train students & teachers to monitor these goals, Students, families, and teachers will feel efficacious and students' academic and social/emotional needs will be met and students will be prepared to navigate HS.
Related School Goal:	Decrease the number of chronically absent students by 5% over the 2019-20 baseline by June 2020.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
tbd	
What evidence do you see that your practices are effective?	
tbd	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
tbd	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?	
tbd	

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Frick United Academy of Language

School ID: 219

3: SCHOOL STRATEGIES & ACTIONS

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

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"):	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.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-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	Student Campus Tour Card, survey, and essay		
1-2	Participate in PD focused on Restorative Practices to develop context and best practices	Provide coherent PD on Restorative Justice Practice and strategies,	Agendas; Culture Walk data;		
1-3	Participate in PD focused on Culturally Responsive lessons	Provide coherent PD on Culturally Responsive lessons	Agendas; staff feedback, and student work		
1-4	Work with Culture Committee to monitor student behavior data and intervention strategies	Provide school-wide student data during PD	Agendas: staff feedback		
1-5	Work with the COST team to offer a	Provide PD for referring students	Agendas: staff referrals and feedback		

1-6	Establish Peace Corners in all classrooms.	Leadership will provide PD and resources for teachers to establish for Peace Corners in their classrooms.	Agendas: Culture Walk data		Tier 1
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	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.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
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	Agendas, Staff Feedback		
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, Standards Alignment Docs, Shared Rubrics, Aligned Assessments		
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	Scope and Sequence Docs, Aligned: Rubrics, Formative & Summative Assessments		

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	Flyers, Agendas, Lesson Plans. Majority of students will understand and articulate academic expectations, their progress, and how to improve their grade in each of their content classes. A majority of families will understand and be able to articulate the elements of our grading system, be ready to participate in more robust conversations with teachers concerning their child's learning		
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	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
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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?
3-1	Participate in PD focused on literacy building strategies	Provide PD on literacy building strategies	Agendas, Staff Feedback		
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	Agendas, Staff Feedback, Alignment of practices within content and common language/terms across content. Student internalization of practices - recognition and use of terms, scaffolds, etc.		

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	Lesson plans, coaching documentation, student use of terms and appropriately paced regression in use/need for scaffolds		
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District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	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
Related Goal(s):	Improve staff retention, compared to last year.
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?
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	Staff feedback demonstrates a clear understanding of goals and feeling of logical flow to Professional Learning; classroom and schoolwide practices reflect a common understanding of principles of social justice and restorative practices		
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, planning documents, staff feedback. Standardized restorative classroom management practices; use of rubrics and other MBG principles; Culture and Instructional PD build on same principles		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	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 Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Language Learners</i>

#	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	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	Daily lessons, observations, student written work, increased scores on Standardized Exams		
5-2	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	Agendas, Staff Feedback, Alignment of practices within content and common language/terms across content. Student internalization of practices - recognition and use of terms, scaffolds, etc.		
5-3	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	Lesson plans, coaching documentation, student use of terms and appropriately paced regression in use/need for scaffolds		

ARTS, MUSIC, AND WORLD LANGUAGES

School Priority ("Big Rock"):	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(s):	All students build relationships to feel connected and engaged in learning.

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?
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	Daily lessons, observations, student written work, increased scores on Standardized Exams		
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	Agendas, Staff Feedback, Alignment of practices within content and common language/terms across content. Student internalization of practices - recognition and use of terms, scaffolds, etc.		
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	Lesson plans, coaching documentation, student use of terms and appropriately paced regression in use/need for scaffolds		

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 219

School: Frick United Academy of Language

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Copier maintenance	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	219-1
Supplies	\$14,975	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	219-2
Newcomer math	\$13,710	LCFF Supplemental	1105	Certificated Teachers' Salaries	6580	Teacher, Structured English Immersion	0.18	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Work with Coaches and ILT to present language/literacy building scaffolds and strategies into daily lessons	219-3
Family Liaison	\$105,969	LCFF Supplemental	2405	Clerical Salaries	7911	Liaison, Family Parent	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide Advisory lessons on MBG. Workshops for parents and families to understand MBG: context, purpose, how to read rubrics, etc	219-4
CSM .85 FTE (SD)	\$131,600	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	6429	Program Mgr Community School	0.85	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide coherent PD on Culturally Responsive lessons	219-5
Supplies	\$19,271	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	219-6
IXL licenses	\$4,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Embed skills into scope and sequence. Use of common terms, strategies, and scaffolds into daily lessons	219-7
11-month TSA	\$52,950	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	7421	11-Month Classroom TSA	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Work in Department teams to vertically align standards	219-8
Supplies	\$0	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	219-9

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 219

School: Frick United Academy of Language

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Social Worker	\$98,494	Salesforce Principal Innovation Fund	1205	Certificated Pupil Support Salaries	7910	Social Worker	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Work with Culture Committee to monitor student behavior data and intervention strategies	219-10
newcomer math .82 FTE (GD)	\$62,458	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	6580	Teacher, Structured English Immersion	0.82	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Work with PLC to establish and determine and align content-appropriate literacy scaffolding practices	219-11
To be allocated in Fall 2021.	\$68,267	Salesforce Principal Innovation Fund	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	219-12
Academic Counselor	\$41,786	Title I: Basic	1205	Certificated Pupil Support Salaries	3813	Counselor	0.30	Goal 1: All students graduate college, career, and community ready.	Academic counselor to support students.	219-13
STEM Teacher	\$75,875	Title I: Basic	1105	Certificated Teachers' Salaries	3515	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	STEM teacher to support academic development.	219-14
Supplies	\$465	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	219-15
Meeting Refreshments	tbd	Title I: Basic	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide Advisory lessons on MBG. Workshops for parents and families to understand MBG: context, purpose, how to read rubrics, etc	
Refreshments	\$3,150	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Parent meeting refreshments	219-17
Achieve 3000 licenses	\$7,875	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Work with Coaches and ILT to present language/literacy building scaffolds and strategies into daily lessons	219-18
Music Teacher	\$48,920	Measure G1	1105	Certificated Teachers' Salaries	8078	Teacher, Structured English Immersion	0.73	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Music teacher to enhance course offerings for students	219-19

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 219

School: Frick United Academy of Language

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Spanish Teacher	\$83,138	Measure G1	1105	Certificated Teachers' Salaries	4274	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Spanish teacher to enhance course offerings for students	219-20
Community Schools Manager	\$23,224	Measure G1	2305	Classified Supervisors' and Administrators' Salaries	6429	Program Mgr Community School	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Establish Peace Corners in all classrooms.	219-21
Music Supplies	\$985	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	supplies for music	219-22
Library Tech	\$55,000	Measure G: Library	2405	Clerical Salaries	8151	Library Technician	tbd	Goal 1: All students	Participate in PD focused on literacy building strategies	219-23
11-month TSA	\$98,335	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7421	11-Month Classroom TSA	0.65	Goal 2: Focal stu	Work with Instructional Coaches, ILT and Culture Team to build a coherent and long-term PD Scope & Sequence	219-24
10-month TSA (CCTL)	\$27,885	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	8059	10-Month Classroom TSA	0.25	Goal 2: Focal stu	Work with PLC to establish and determine and align content-appropriate literacy scaffolding practices	219-25
Afterschool program	\$149,259	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	after school programming	219-27
Classified Support Salaries	\$33,103	Measure G: Library	2205	Classified Support Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Work with the COST team to offer additional support for students.	219-28



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Title I School School- Parent Compact 2020-2021

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 three times a



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year during parent-teacher 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



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reports in a form and language parents understand.

Documents, communications and meetings are regularly translated for parents whose first language is not English.

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 2020-21 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

9.24.20

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.



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➤ 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 2020-21 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 para 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: 24.9.20



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 on how to use the Google Classroom Platform to support your student's learning.
- Hosting family workshops about technology use.

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 Family Workshops on how to support distance 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 was held on Thursday, September 24th, 2020 at 4:00pm. 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:

Enabling all families to have access to the Google Classroom & Clever.

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 Talking Points App and making Robocalls.

OUSD Family Engagement Standard 3: Parent Volunteering Program



Title 1, School Parent and Family Engagement Policy

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 family outreach events, food distribution and materials distribution events and inviting families to volunteer in the school as long as they pass the COVID-19 Symptoms Check and have been fingerprinted.

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:

During family conferences, families will co-create actions to support their child in meeting their academic and SEL 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 2 student led family conferences 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:

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 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:

Providing communication and scheduling support through the main office



Title 1, School Parent and Family Engagement Policy

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:

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

Adoption

This policy was adopted by Frick United Academy of Language on September 24, 2020 and will be in effect through May 28, 2021.

The school will distribute this policy to all parents on or before October 1, 2020.

Name of Principal: Amapola Obrera

Signature of Principal: *Amapola Obrera*

Date: 9.24.20



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 la 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:

- Proporcionar familiares talleres sobre el uso del Aula Google plataforma para apoyar a sus estudiantes en el aprendizaje.
- Realización de talleres familiares sobre uso de tecnología.

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:

- Alojamiento de talleres familiares sobre cómo apoyar el aprendizaje a distancia desde su casa.

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

Las familias y personal escolar se involucran en regulares, 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 de el 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:

Hacer posible que todas las familias tengan acceso a la sala de clase y Google y Clever.

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 del Talking Points App y hacer llamadas telefónicas automáticas.

OUSD Familiar Compromiso Estándar 3: Programa de Padres Voluntarios



Title 1, School Parent and Family Engagement Policy

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

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

Tener regulares 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.

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 las decisiones.

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

Durante reuniones con las familias, las familias co-crearán acciones para apoyar a su hijo para que alcance sus metas académicas y de SEL metas.

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:

Proporcionar profesional el desarrollo y de acoplamiento personal en conferencias familiares.

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:

Proporcionando 2 juntas dirigidas por la familia, conferencias para cada familia cada año.

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:

Junta mensual de el Escolar Consejero (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, por:

Proporcionar traducción servicios de y accesibilidad a instalaciones para todas las familias

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



Title 1, School Parent and Family Engagement Policy

por:

Proporcionar comunicación de programación apoyo a través de la oficina principal

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 coordinadas 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:

Asociación con EBAC y Native American Health Center para proporcionar bienestar talleres para las familias, la salud física, citas a través de nuestra clínica y proveer comida gratis para las familias cada semana

Adopción

Esta política fue adoptada por Frick United Academy of Language el 24 de septiembre, 2020 y estará en efecto hasta Mayo 28 de 2021.

La escuela distribuirá esta política a todos los padres en o antes del 1 de octubre, 2020.

Nombre del director: Amapola Obrera

Firma del director: *Amapola Obrera*

Fecha: 24.9.20



Strategic Resource Planning (SRP)

Frick United Academy of Language

School Site Council Membership Roster | Lista de miembros del consejo del sitio escolar 2020-2021

SSC - Officers | Oficiales

Chairperson Presidente:	Robert Smith
Vice Chairperson Vicepresidente:	Catherine Cotter
Secretary Secretaria/o:	Beatriz Ferrer-Castro

SSC - Members | Miembros

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student	Term (1st or 2nd year term)
Nombre de miembro	Directora	Profesor de aula	Otro personal	Padre / Miembro de Comunidad	Estudiante	Término (primer o segundo año)
Robert Smith				X		1st
Catherine Cotter		X				1st
Beatriz Ferrer-Castro		X				1st
Wilver Matias					X	1st
Luis Sanchez				X		1st
Premell Price				X		1st
Erin Rodriguez		X				1st
Humberto Bracho		X				1st
Amapola Obrera	X					1st
Karen Souto-Maior				X		1st

SSC Meeting Schedule Calendario de reuniones: (Day/Month/Time)	2nd Wednesday at 4:00pm
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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.

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)