

Board Office Use: Legislative File Info.	
File ID Number	25-0620
Introduction Date	3/11/2025
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date March 11, 2025

Subject Frick United School of Language 2025-2026 Measure G1 Application

Ask of the Commission Approve the Frick United School of Language 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Frick United School of Language 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **\$196,865**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





**2025-2026
Measure G1 Application**

Due: March 1, 2025

School Information & Student Data

School	Frick United Academy of Language	School Address	2845 64th Avenue Oakland, CA 94605
Contact	Amapola Obrera	Contact Email	amapola.obrera@ousd.org
Principal	Amapola Obrera	Principal Email	amapola.obrera@ousd.org
School Phone	510-879-3219	Total Number of Students	393
Recommended Grant Amount¹	\$196,865	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	387
		2024-25 LCFF³ Enrollment	380

Student Demographics (%)				Measure G1 Team	
English Learners	71.8%	Asian/Pacific Islander	1.8%	Name	Position
LCFF	99.4%	Latinx	71.2%	AMAPOLA OBRERA	PRINCIPAL
SPED	16.6%	Black or African-American	17.6%	SIMONE DELUCCHI	RESTORATIVE COMMUNITY SCHOOL MANAGER
		White	3.6%	JUSTIN HINOJOZA	COMMUNITY SCHOOL MANAGER
		Indigenous or Native	0.3%	CHRISTINA	ASSISTANT PRINCIPAL

¹ Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		American		ANDERSON	
		Multiracial	1.0%	MICHELLE GONZALEZ	ASSISTANT PRINCIPAL

Chronic Absence (Include raw number and percent)				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%) As of 2/14/25	2025-26 Goal raw number (%)
Student Population Overall	349	387	391	400
Asian/Pacific Islander	Asian 9 (66.7%) Filipino 2 (100%) Pacific Islander 2 (50%)	Asian 6 (33.3%) Filipino 2 (50%) Pacific Islander 2 (50%)	Asian 7 (57.1%) Filipino 3(66.7%) Pacific Islander 7 (57.1%)	Asian 8 (35%) Filipino 3 (33%) Pacific Islander 7 (35%)
Latinx	232 (80.2%)	273 (35.9%)	278 (37.1%)	290 (33%)
Black or African-American	85 (87.1%)	79 (62%)	69 (50.7%)	75 (40%)
White	8 (87.5%)	13 (38.5%)	14 (35.7%)	14 (30%)
Indigenous or Native American	1 (100%)	N/A	1(100%)	1(0%)
English Learners	191 (78%)	243 (35%)	235 (34%)	250 (30%)
Students w/ IEPs	56 (92.9%)	60 (61.7%)	64(48.4%)	66(40%)
Free/ Reduced Lunch Students	311 (81%)	382 (41.6%)	390(40.3%)	399 (35%)

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	150	150 = 38.75%	157 = 39.95%	200 - 50%
	Language	100%	387 = 100%	303 = 77.1%	150 - 38%
	Music	150	150 = 38.75%	0	0

Number of students participating in non-course experiences (e.g. after-school program)	Art	70	70	0	0
	Language	60	60	0	0
	Music	0	0	0	0

Positive & Safe Culture (Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%) As of 2/20/25	2025-26 Goal raw number (%)
Average Daily Attendance Date of Figure: 2/14/25				
Asian/Pacific Islander	2,179 (86.1%)	1,524 (82.8%)	1,857 (82.2%)	85%
Latinx	40,075 (82.2%)	37,269 (90.2%)	31,901 (90.2%)	92%
Black or African-American	15,348 (79.4%)	11,552 (84.9%)	8,021 (86.6%)	89%
White	1,311 (87.2%)	1,732 (91.2%)	1,438 (95.4%)	95%
Indigenous or Native American	166 (82.5%)	N/A	115 (82.6)%	85%
English Learners	32,563 (82.6%)	32,463 (90.5%)	26,985 (91%)	92%
Students w/ IEPs	10,616 (78.1%)	9,087 (84.6%)	7,264 (86.1%)	89%
Free/ Reduced Lunch	56,972 (81.7%)	53,535 (88.8%)	44,407 (89.45)	91%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: 2/14/25				
Asian/Pacific Islander	0	1	1	0
Latinx	21	19	14	13
Black or African-American	21	28	23	22
White	0	2	0	0
Indigenous or Native American	4	0	0	0
English Learners	22	17	8	7
Students w/ IEPs	30	14	11	10

Free/ Reduced Lunch	120	54	41	40
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Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	124	124	137	155

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC and SELLS	2/12/25

Staff Engagement Meeting(s)	
Staff Group	Date
FUAL Admin Team	2/18/25

Music (Rubric)	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A
<i>Teacher Professional Learning</i>	N/A	N/A
World Language (Rubric)	2023-24	2024-25
<i>Content and Course Offerings</i>	Developing	Sustaining
<i>Communication</i>	Sustaining	Sustaining
<i>Real world learning and Global competence</i>	Sustaining	Sustaining
Art (Visual Arts, Theater, and Dance)	2023-24	2024-25

<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Quality	Quality
<i>Equipment and Materials</i>	Basic/Quality	Quality
<i>Teacher Professional Learning</i>	Quality	Quality

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	Community School Manager 0.52FTE	\$70,155.21
Electives (Art, Music, World Language)		
1	Spanish Teacher 1.0FTE	\$125,000
Budget Total		\$195,406

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)	Budget Amount
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1	Spanish teacher 0.2 FTE	\$28,946
2	Bilingual Art Teacher (vacancy) 0.5 FTE	\$65,556
3	0.6 FTE Restorative Culture Ambassador (Ed Fund Contractor)	\$62,363
4	Supplies for two Art Classes	\$20,000
5	Supplies for two Spanish Classes	\$20,000
Budget Total (must add up to Recommended Grant Amount)		\$196,865

Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
Spanish teacher 0.2 FTE	100		\$28,946
Bilingual Art Teacher (vacancy) 0.5 FTE	100		\$65,556
Supplies for two Art Classes: pottery equipment, clay, digital media arts equipment, fashion arts materials, oil based paints, water based paints, canvases, pastels, markers, colored pencils, crayons, teacher requested supplies, etc.			\$20,000
Supplies for two Spanish Classes: leveled literacy libraries for beginning through advanced Spanish readers, class novel sets in Spanish, manipulatives for language acquisition, teacher requested supplies, etc.			\$20,000



Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
0.6 FTE Restorative Culture Ambassador (Ed Fund Contractor)	Suspensions	\$62,363.00

Please submit your Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

Meeting Objective
To coordinate and align as a team around the leadership work of Frick United Academy of Language.
Administrative Team Norms (updated 7.23.24)
<ul style="list-style-type: none"> ● Keep students and equity at the center of our work ● Speak your truth and seek to understand the perspective of others ● Assume best intentions ● Be flexible and solutions-oriented ● Question our assumptions ● Bring joy to the work ● Celebrate wins (big and small!)

Tuesday, February 18, 2025 | 3:15-5:30pm | PCR

		Attendees	
Facilitator: Amapola Note Taker: Michelle Time Keeper: Justin		Michelle Gonzalez, Amapola Obrera, Justin Hinojoza, Christina Anderson, Simone Delucchi	
Time	Activity / Process	Notes	Action Item, Person Responsible, due date
3:15pm	Establish Meeting Roles		
3:20 pm	Review action items from previous meeting(s)		
3:50 pm	New Items		<input type="checkbox"/>
		●	
		●	<input type="checkbox"/>
		●	

		<ul style="list-style-type: none"> ○ 	
		<p>PRINCIPAL Obrera</p> <ul style="list-style-type: none"> ○ March Faculty Meeting <ul style="list-style-type: none"> ■ Culture Updates ○ 2025-26 Budget <ul style="list-style-type: none"> ■ Measure G1 Discussed at February SSC meeting <ul style="list-style-type: none"> ●  FEBRUARY 2025 SSC & SEL... ●  February 2025 FUAL SSC/S... ■ CCSPP (SSC approval required: March) ■ Equity Multiplier (SSC consultancy: March) ○ SPSA 2025-26 <ul style="list-style-type: none"> ■ AO completed parts 1 & 2 ■ CCSPP tab 3c- JH & SD 	
5:15-5:30 pm	Work Time	<ol style="list-style-type: none"> 1. Update Newsletter 2. Update Internal Events Calendar 	

SSC & SELLS

Meeting | Junta

Date: 2/12/25

Time: 4:30pm

Place: Zoom (on-line)

Fecha: 12/2/25

Hora: 4:30pm

Lugar: Zoom (en línea)



**FRICK UNITED
ACADEMY OF
LANGUAGE**

OAKLAND, CALIFORNIA

Welcome | Bienvenidos

Thank you for being here with us
this afternoon!

¡Gracias por estar aquí con
nosotros esta tarde!



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

AGENDA

1. Establish Quorum
2. Review and Approve January meeting minutes
3. SPSA Program Review
4. SPSA Program Evaluation of Effectiveness
5. Measure G1 (2025-26)
6. Public Comments
7. Adjourn Meeting

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1. Establecer quórum
 2. Revisar y aprobar las actas de la reunión de enero
 3. Revisión del Programa SPSA
 4. Evaluación de la eficacia del programa SPSA
 5. Medida G1 (2025-26)
 6. Comentarios del público
 7. Clausurar la reunión



**FRICK UNITED
ACADEMY OF
LANGUAGE**

OAKLAND, CALIFORNIA

1. Establish quorum | Establecer quórum

SSC Officers Oficiales	Name Nombre	Present Presente	Absent Ausente
Chairperson Presidente	CHRISTINA ANDERSON	X	
Vice Chairperson Vicepresidente	CYNTHIA WALLACE	X	
Secretary Secretaria	ALLEGRA MITCHELL	X	

SELLS Members Miembros	Name Nombre	Present Presente	Absent Ausente
Parent Padre de familia	Deysi Caravantes	X	
Parent Padre de familia	Claudia Gonzalez		X

SSC Members Miembros	Name Nombre	Present Presente	Absent Ausente
Parent Padre de familia	Marie-Cristale Auger		X
Teacher Maestra	Yesenia Castro-Mitchell		X
ALTERNATE MEMBER	Simone Delucchi	X	
Parent Padre de familia	Cristina Garcia		X
Student Estudiante	Tracy Danielle Grayson	X	
Parent Padre de familia	Nina MannAllen		X
Principal Directora	Amapola Obrera	X	
Parent Padre de familia	Michael Quintana		X



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

QUORUM= 6 SSC members
QUORUM= 6 miembros de
SSC

2. Review & approve January meeting minutes | Revisar y aprobar las actas de la reunión de enero

VOTE TO APPROVE VOTO PARA APROBAR	YES SÍ	NO
CHRISTINA ANDERSON	X	
CYNTHIA WALLACE	X	
ALLEGRA MITCHELL	X	
Marie-Cristale Auger		
Yesenia Castro-Mitchell		
Simone Delucchi	X	
Cristina Garcia		
Tracy Danielle Grayson	X	
Nina MannAllen		
Zakiyyah Muslimah		
Amapola Obrera	X	
Michael Quintana		
Deysi Caravantes	X	
Claudia Gonzalez		

[LINK TO MINUTES](#)

VOTING MEMBER MAKES A MOTION TO APPROVE | MIEMBRO CON VOTACIÓN HACE UNA MOCIÓN PARA APROBAR



3. SPSA Program Review | Revisión del Programa SPSA

1. Identify strengths, challenges, and root causes using the most recent student data and [California School Dashboard](#) results.
 - a. STRENGTHS
 - i. Chronic Absenteeism has declined 30.9%
 - ii. Despite the Dashboard putting us in the red for suspensions, we have decreased suspension at Frick by 34%, that is 19 suspensions down compared to last year
 - b. CHALLENGES
 - i. ELA, Math, ELL Progress, and suspension rates are in the red
 - c. ROOT CAUSE
 - i. This is the first year we have been 99% staffed. As we continue to strive for 100% staffing we know that it will take some time for shift to occur for our students continued success.

2. Complete the Annual Review of the SPSA and Title I Actions: Are actions being implemented as planned? If not, what are the barriers? What adjustments are needed for the current school year?

[FUAL SSC Review of SPSA & SELLS Review of EL Program](#)

4. SPSA Program Evaluation of Effectiveness | Evaluación de la eficacia del programa SPSA



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ACADEMY OF
LANGUAGE**
OAKLAND, CALIFORNIA

Root Cause Analysis for / *Análisis de la Causa Raíz para:* 2024-25 Title 1 Program

- a. Where did we allocate our 2024-25 Title 1 funds?
 - i. TSA for Literacy
 - ii. After School extended contracts
 - iii. Interpreters for parent engagement
 - iv. Childcare during Events
- b. What did we say we would do (Strategies and practices? By when?)
 - i. TSA to support teachers through coaching, professional development, and leading humanities PLC's
 - ii. Teachers are provided extended contracts to support reading and math intervention for our students
 - iii. Interpreters available during Parent Engagement events
 - iv. Providing child care during engagement events allows parents to attend events
- c. Were we successful? How do we know?
 - i. We have seen an increase in iReady student scores
 - ii. Attendance at after school tutoring sessions have increased and iReady data has increased for students
 - iii. Increase at parents attending engagement events
 - iv. Increase in parents attending engagement events
- d. What adjustments are needed for the current school year?
 - i. We need to continue with the work we have been doing. In order to see more success, we need to continue to allow our TSA to do their duties and continue to contact parents individually for events.

4. SPSA Program Evaluation of Effectiveness | Evaluación de la eficacia del programa SPSA



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OAKLAND, CALIFORNIA

Root Cause Analysis for / *Análisis de la Causa Raíz para:*

SELLS Review of **2024-25 ELL Program** (*Needs Assessment should be included for review*)

- a. What did we say we would do (Strategies and practices)? By when?
 - i. at least one cycle of PD focused on specified content
 - ii. Teach adopted EL curriculum in all ELD classes
 - iii. LTELs are grouped together in ELD classes
 - iv. ELD PLCs twice monthly
 - v. SIPPS for all students identified as having foundational gaps
 - vi. Language goal in IEP for ELL identified learners
 - vii. Attendance and culture team work to support newcomers
- b. Were we successful? How do we know?
 - i. The adopted curriculum is being taught in all ELD classrooms and LTELs are grouped together in ELD classes
 - ii. ELD PLCs are meeting twice monthly
 - iii. SIPPS groups are being formed after all the students have been assessed
 - iv. Students with IEPs have a language goal in their IEP
 - v. Our Newcomer social worker is on both the attendance and culture team
- c. What adjustments are needed for the current school year?
 - i. Continue to meet the goals outlined in the SPSA and complete a cycle of PD

5. Measure G1 | Medida G1



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ACADEMY OF
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OAKLAND, CALIFORNIA

The Goals of Measure G1 | Los objetivos de la Medida G1

- Increase access to courses in arts, music, and world languages in grades 6-8 | Aumentar el acceso a cursos de arte, música e idiomas del mundo en los grados 6-8
- Improve student retention during the transition from elementary to middle school | Mejorar la retención de estudiantes durante la transición de la escuela primaria a la secundaria
- Create a more positive and safe middle school learning environment | Crear un ambiente de aprendizaje en la escuela secundaria más positivo y seguro.



5. Measure G1 | Medida G1

How does FUAL currently spend Measure G1 Funds? | ¿Cómo gasta actualmente FUAL los fondos de la Medida G1?

2024-25 Expenditures Gastos	2024-25 Budget Amount Cantidad de presupuesto
Spanish Teacher 1.0FTE	\$125,000
Community School Manager 0.52FTE	\$70,406
Budget Total Presupuesto total	\$195,406

2023-24 Carryover Expenditures	Budget
SUPPLIES for Family Art Night	\$1,059.66
Restorative Student Ambassador Consultant (Oakland Ed Fund) 0.48 FTE	\$35,000
Budget Total (must add up to Anticipated Amount)	\$36,059.36

5. Measure G1 | Medida G1



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ACADEMY OF
LANGUAGE**
OAKLAND, CALIFORNIA

How will FUAL spend Measure G1 Funds for the 2025-26 school year? | ¿Cómo gastará FUAL los fondos de la Medida G1 para el año escolar 2025-26?

2025-26 Expenditures Gastos	2025-26 Budget Amount Cantidad de presupuesto
Spanish teacher 0.2 FTE	\$28,946.00
Bilingual Art Teacher (vacancy) 0.5 FTE	\$65,556.00
RESTORATIVE CULTURE AMBASSADOR (ED FUND CONTRACTOR) 0.6 FTE	\$62,363.00
supplies for two Art Classes	\$20,000.00
supplies for two Spanish Classes	\$20,000.00
Budget Total Presupuesto total	\$196,865

6. Public Input | Comentarios del público

- Simone Delucchi: The Restorative Student Ambassador position is vital to our school culture and I hope that we can continue to fund that position.
- Christina Anderson: Art classes are essential to a joyful school experience and I want to express that we are fortunate to have art classes at FUAL and to be able to increase to two art teacher positions next school year.
- Nicole Wiggins: from the Office of Equity offers support for OUSD parents. Parents can reach me at nicole.wiggins@ousd.org. 27th annual Middle School Peer Resources & Ethnic Studies Conference 8:30am - 3:30pm on 3/6/2025 at Northeastern University in Oakland. (To sign up students contact adriana.villegas@ousd.org). Also, there is a list of OUSD approved vendors for interpreters if OUSD interpreters are not available.



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LANGUAGE**

OAKLAND, CALIFORNIA

7. Adjourn Meeting | Clausurar la reunión

NEXT SSC & SELLS MEETING | PROXIMA JUNTA de SSC y SELLS

Changing the meeting to 2nd Wednesday for March only |

Cambiar la reunión al segundo miércoles de marzo solamente

Date | fecha:

WEDNESDAY, MARCH 12, 2025 | MIERCOLES, 12 DE MARZO, 2025

Time | hora:

4:30pm

Place | lugar:

On line | en linea (ZOOM)

