



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

2021-22 Measure G1
Grant Application
Due: March 26, 2021

School	Frick United	Contact	Amapola Obrera
School Address	2845 64th Avenue Oakland, CA 94605	Contact Email	amapola.obrera@ousd.org
Principal	Amapola Obrera	Principal Email	amapola.obrera@ousd.org
School Phone	510-729-7736	Recommended Grant Amount*	\$146,284.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	313	2020-21 LCFF Enrollment	297

*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.

Summary of Approved Expenditures from 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Art Teacher	\$95,000.00
2	Music Teacher	\$90,767.00
3	Niroga Mindfulness	\$5,000.00
Budget Total (must add up to Current Grant Amount)		\$190,767.00

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Art Teacher	\$42,997.00
2	Spanish Teacher	\$80,405.00
3	Restorative Community School Manager	\$21,897.00
4	Music Supplies	\$985.00
Budget Total (must add up to Current Grant Amount)		\$146,284.00

School Demographics		Student Body Ethnic Composition	
Male	55%	Asian/Pacific Islander	<4%
Female	45%	Latinx	52%
% LCFF	96.7%	Black or African-American	41%
% SPED RSP	8.6%	White	1%
% SPED Mild-Moderate	11.0%	Indigenous or Native American	<1%
% English Learners	49.3%	Multiracial	2%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
S. Delucchi; M. Gonzalez; J. Lollie, A. Obrera, D. Slaughter	Admin Team

% Oakland Residents	98.2%		
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Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
<i>Access and Equitable Opportunity</i>	Basic	Basic	<i>Access and Equitable Opportunity</i>	Entry	Entry
<i>Instructional Program</i>	Quality	Quality	<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Quality	Quality	<i>Staffing</i>	Entry	Entry
<i>Facilities</i>	Basic	Basic	<i>Facilities</i>	Entry	Entry
<i>Equipment and Materials</i>	Basic	Basic	<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Quality	Quality	<i>Teacher Professional Learning</i>	Entry	Entry
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>	Emerging	Emerging			
<i>Communication</i>	Emerging	Emerging			
<i>Real world learning and Global competence</i>	Emerging	Emerging			

Measure G1 Data Analysis

<i>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</i>	2019-20 (last yr)	2020-21 (this yr)	<i>Safe and Positive School Culture (SPSA)</i>	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>	current FIA 263		<i>Suspension</i>	FIA 38	0
<i>ES Outreach Strategy Actions</i>	Flyers, in class visits, school fairs, parent meetings		<i>Chronic Absence</i>	FIA 24.7%	
<i>Programs to support ES students transition to MS</i>			<i>CHKS data (District) or Culture/Climate survey</i>	In progress	In progress

MANDATORY: Please provide all meeting agendas, minutes and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without documentation of these engagements. ****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
ILT	
SSC	

Staff Engagement Meeting(s)	
Staff Group	Date
Admn Team	

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of Measure G1

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2019-20 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total the amount listed in "Recommended Grant Amount" above.
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.

1. Music Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$985.00	Music Supplies	<i>Ukeleles and/or guitars for students in music classes</i>

2. Art Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$42,997.00	Art Teacher	Increase access to courses in art in grades 6-8. Improve student retention during the transition from elementary to middle school. Create a more positive and safe middle school learning environment

3. World Language Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$80,405.00	Spanish Teacher	Increase access to courses in Spanish in grades 6-8. Improve student retention during the transition from elementary to middle school. Create a more positive and safe middle school learning environment

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		

Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.
N/A		

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
\$21,897.00	Restorative Community School Manager	Create a more positive and safe middle school learning environment. Improve student retention during the transition from elementary to middle school.

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$
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Carryover Justification and Narrative

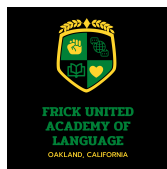
In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

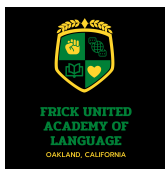
Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Budget Total (must add up to Anticipated Grant Amount)	\$

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

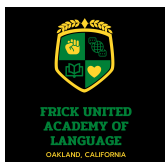


Norms	Objectives
<ol style="list-style-type: none">1. Respect the time, agenda, work, others, etc<ol style="list-style-type: none">a. Transparencyb. Organizedc. Mindful of Privilege2. Collaboration, be prepared to work as a team<ol style="list-style-type: none">a. Step up, step backb. Listen with an open heartc. Feedback with supportd. Clarity of Roles3. Small Showy Bites<ol style="list-style-type: none">a. Impact over Intentb. Being deliberate and thoughtful about workc. Taking the staff into account when making decisions	<ol style="list-style-type: none">1. Review and receive Budget updates2. Review Big Rocks 21-22
Roles	Resources
<p>Notetaker - Lauren</p> <p>Timekeeper -Fatimah</p> <p>Process Checker - Beatriz</p>	<p>ILT Charter</p> <p>ILT Membership</p> <p>ILT Scope & Sequence</p> <p>ILT Folder</p> <p>Program Planning One Pager</p> <p>Program Planning Slides</p> <p>Program Planning Notes</p> <p>FUAOL Culture Guide 3.0</p> <p>Sign-in Sheet</p>



Agenda

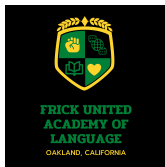
Time	Facilitator	Activity/Process	Notes
3:30	Michelle	Check-In/Agenda Overview/Roles	Sign-in Sheet
3:35	Admin	Updates from Admin	<ul style="list-style-type: none">→ School Quality Review: 3/17-3/18<ul style="list-style-type: none">◆ Thursday and Wednesday of next week◆ Staff focus group, family focus group, admin focus group◆ There will be visits and observations◆ Purpose is to gather internal data to see how we're doing from an outside/more external perspective . Not meant to be evaluative, but here to help us inform decisions and be a tool for reflection with some external assistance.→ ELPAC<ul style="list-style-type: none">◆ Had to postpone in-person testing◆ At other sites, remote is not going to be likely. Students are being scheduled to come in during class time◆ Admin will send out the dates/list of students who will be testing◆ It's easier for teachers to mark students absent and then give Ms. Pena the list of students who were testing



3:40	Dept Leads	PLC Updates	<ul style="list-style-type: none">→ Electives: Thank you so much for the PLC SY 21-22 planning meeting. The positive feedback from the team was overwhelming :). See doc for details. Will need more PLC +Admin planning time to address Electives & PE in hybrid model.→ Humanities: Tomorrow during our PLC together, we will use the time to set up classes for Q4.→ Newcomer: No updates. We are meeting tomorrow. We will be discussing students' placement for next year. We are also discussing assessments, ELD levels for next year, and curriculum alignment in the future→ Spanish: We met with Ms. Gonzalez last week to talk about the Spanish classes/levels needed for next school year. We continue testing students and during PLC we started to set up our Google Classroom for Quarter 4. Teacher have been administering the Avant test in Spanish. Yesterday during the WL central office PD we got to meet Marthaa, the ELLMA person in charge of Avant. Beatriz will connect with her to learn more about using Avant to place students.→ SpEd: We co created this document with questions/concerns/requests around scheduling for next year.→ STEM: No updates, but we did meet with the admin last week about STEM needs and potential changes for next year.→ Coaches: We are designing the next PD (Grading part 4) and collaborating with our school culture team. Kate put together a wonderful book club and many teachers are going to participate!
3:50	Amapola	Budget Update	<p>One change: allocation for our CS teacher has increased</p> <p>Additionally, there are multiple teachers who are able to be funded out of base.</p>



			<p>The multiple changes are reflected in the second tab under “other funding”</p> <p>We currently do not have funding for an AP or 2 APs, an additional admin assistant, and 2 culture keepers (right now, we have 3... but this current budget allows for just 1)</p> <ul style="list-style-type: none"> - We’re close to 1 AP if we get to 350 students. <p>This is still a work in progress!</p> <p>What we can do: Continue to advocate (show up to school board meetings and leaving public comments), communicating with families and inquiring if families have any other family members/friends who are looking to enroll OR if families have heard anything negative</p> <p>Cliff Hong has set an appeal for us to be budgeted as a school of enrolled 350 students. Jen will also be strategizing and collaborating with us for the appeal since this was really “year 0” instead of “year 1”.</p>
4:20	Michelle	Big Rocks for 21-22	<p>Priorities:</p> <ol style="list-style-type: none"> 1. Aligning grading practices 2. Literacy/Math Intervention Classes 3. Focus on essential practices <p>Thinking about what is attainable/achievable. This is a document to list everything, but also being gentle/realistic about what we can accomplish next year.</p> <p>Although some of these focuses/priorities seem like very large goals to accomplish, they often overlap. (I.e. In order to achieve mastery based grading, proper scaffolds and aspects from intervention must be included too)</p>
4:55		Process Check	<p>We showed good examples of transparency</p> <ul style="list-style-type: none"> - (Example: showing SQR information coupled with the conversations



			<p>surrounding budget)</p> <p>We need to do better on time, but it was totally understandable given that we were talking about large topics such as budget and priorities</p> <p>We need to hear more voices and increase equity of voice</p>
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Next Step	By Who	By When
Share SQR information with staff via Newsletter and Email	Amapola	This weekend
Admin will review ILT feedback to inform Big Rock Planning	Admin	4/2/2021

SSC & SELLS Meeting | Junta



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Date | Fecha:

Wednesday, March 10th, 2021 | miércoles, 10 de marzo, 2021

Time | Hora:

4:00- 5pm

Place | Lugar:

On-line | en línea (Google Meet)

Meeting ID

meet.google.com/hwz-zyzf-gmb

Phone Numbers

(US)+1 440-462-3041

PIN: 442 048 361#

Agenda

1. Welcome
2. Establish quorum
3. Addition of new parent SSC members (vote)
4. Approve February meeting minutes
5. SPSA discussion: Big Rocks (goals) #4, 5 & 6
6. Public Input
7. Establish Date of Next Meeting and Adjourn



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1. Bienvenida
2. Establecer quórum
3. Adición de nuevos miembros del SSC (votación)
4. Aprobar actas de la junta en enero
5. Discusión sobre el SPSA: Metas #4, 5, y 6
6. Entrada publica
7. Establecer fecha de la próxima reunión y aplazar

1. Welcome | Bienvenida

Welcome! Thank you for being here with us this evening!

¡Bienvenidos! ¡Gracias por estar aquí con nosotros esta tarde!



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SIGN-IN SHEET | LISTA DE ASISTENCIA

2. Establish quorum | Establecer quórum

SSC - Officers | Oficiales

Chairperson | Presidente: Robert Smith

Vice Chairperson | Vicepresidente: Catherine Cotter

Secretary | Secretaria: Beatriz Ferrer-Castro

SELLS- Members | Miembros

Karen Souto-Maior: Parent | Padre de familia

Julieta Vazquez: Parent | Padre de familia

Michelle Gonzalez: Assistant Principal | Subdirectora

SSC - Members | Miembros

Wilver Matias: Student | Estudiante

Djuan Brown: Other Staff | Otro Personal

Luis Sanchez: Parent | Padre de familia

Premell Price: Parent | Padre de familia

Carrin Whitehurst: Teacher | Maestra
(alternate)

Erin Rodriguez: Teacher | Maestra

Humberto Bracho: Teacher | Maestro
(alternate)

Amapola Obrera: Principal | Directora



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QUORUM= 6 members
QUORUM= 6 miembros

3. Addition of New SSC members (vote) **Adición de nuevos miembros del SSC** **(votación)**

At our last SSC we didn't have enough parents in attendance to vote in 2 new members. We will add to new parent members now. | **En nuestra última reunión del SSC no tuvimos suficientes padres presentes para votar en 2 nuevos miembros. Agregaremos nuevos miembros padres ahora.**

(from our previous meeting | de nuestra reunión anterior)

e. Two parent members will be voted in at our next SSC meeting (since we don't have 2 present at this meeting) | Dos padres miembros serán votados en nuestra próxima reunión del SSC (ya que no tenemos 2 presentes en esta reunión)



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3. Addition of 2 New SSC members (vote) Adición de 2 nuevos miembros del SSC (votación)

Parent Candidates: | Candidatos de padres:

Parent Name Nombre del padre	Student Name Nombre del estudiante

Vote: | **Votación:**



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4. Approve February meeting minutes | Aprobar actas de las juntas en febrero

★ SSC minutes 2/10/21 | **Actas del SSC 10/2/21**

[SSC meeting notes from February 10th, 2021](#)



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5. **SPSA Discussion:**

How are we addressing the actions listed on the [SPSA](#) during Distance Learning? | ¿Cómo abordamos las acciones enumeradas en el [SPSA](#) durante el aprendizaje a distancia?



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District Strategy: Building conditions for **ADULT PROFESSIONAL LEARNING** |

Estrategia del distrito: Condiciones de construcción para el **APRENDIZAJE PROFESIONAL DE ADULTOS**

❖ Big Rock #4 | **Meta #4:**

- Understand alignment between Curricula & Standards | **Comprender la alineación entre planes de estudio y estándares**
- Focus on “Power” standards | **Centrarse en los estándares de "potencia"**
- Learn routines for approaching and working with complex texts | **Aprenda rutinas para abordar y trabajar con textos complejos**

5. SPSA Discussion:

Big Rock #4 | Meta #4:



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TEACHING ACTIONS ACCIONES DE MAESTROS	LEADERSHIP ACTIONS ACCIONES DE LIDERAZGO	EVIDENCE OF IMPLEMENTATION EVIDENCIA DE IMPLEMENTACIÓN
<ul style="list-style-type: none">-Intentionally teach classroom rituals and routines. Enseñar intencionalmente rituales y rutinas en el aula.-Leverage grade level standards. Aprovechar los estándares de nivel de grado.	<ul style="list-style-type: none">-Create space to develop teacher capacity to create strong conditions for student learning and engagement. Crear espacio para desarrollar la capacidad de los maestros para crear condiciones sólidas para el aprendizaje y la participación de los estudiantes.-Support teachers in leveraging grade level standards aligned curriculum. Apoyar a los maestros para aprovechar el plan de estudios alineado con los estándares de nivel de grado.	<ul style="list-style-type: none">-Professional Development plan and agendas, PLC plan and agendas, changed teacher practice and increased student outcomes. Plan y agendas de desarrollo profesional, plan y agendas de PLC, cambio en la práctica de los maestros y aumento de los resultados de los estudiantes.-Providing students with grade level work. Proporcionar a los estudiantes trabajo de nivel de grado.

5. **SPSA Discussion:**

How are we addressing the actions listed on the [SPSA](#) during Distance Learning? | ¿Cómo abordamos las acciones enumeradas en el [SPSA](#) durante el aprendizaje a distancia?



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District Strategy: Conditions for **ENGLISH LANGUAGE LEARNERS** | **Estrategia del distrito:** Condiciones para **ESTUDIANTES DE IDIOMA INGLÉS**

- ❖ Big Rock #5 | **Meta #5:** Provide designated and integrated English Language Development (ELD) daily to all English Learners according to their language proficiency. Provide ongoing professional learning to teachers to support integrated ELD across the curriculum. | **Proporcionar desarrollo del idioma inglés designado e integrado (ELD) todos los días a todos los estudiantes de inglés de acuerdo con su dominio del idioma. Brindar aprendizaje profesional continuo a los maestros para apoyar ELD integrado en todo el plan de estudios.**

5. SPSA Discussion:

Big Rock #5| Meta #5:



ACCIONES DE MAESTROS TEACHING ACTIONS	ACCIONES DE LIDERAZGO LEADERSHIP ACTIONS	EVIDENCIA DE IMPLEMENTACIÓN EVIDENCE OF IMPLEMENTATION
<p>-All students supported to access complex text, engage in academic discussion, and write from evidence. Todos los estudiantes reciben apoyo para acceder a textos complejos, participar en debates académicos y escribir a partir de pruebas.</p> <p>-Explicit language instruction aligned to California ELD standards. Instrucción explícita del lenguaje alineada con los estándares de California de ELD.</p>	<p>-Professional development aligned to building capacity for three core practices for academic language development. Desarrollo profesional alineado con el desarrollo de la capacidad de tres prácticas básicas para el desarrollo del lenguaje académico.</p> <p>-Leverage Teacher Growth and Development Systems (TGDS) emphasis on content language objectives (CLOs) to structure dialogue around integration of language development across the curriculum. Aproveche el énfasis del Sistema de Desarrollo y Crecimiento Docente (TGDS) en los objetivos del lenguaje de contenido (CLO) para estructurar el diálogo en torno a la integración del desarrollo del lenguaje en todo el plan de estudios.</p>	<p>-Professional Development calendar and agendas, classroom observations. Calendario y agendas de desarrollo profesional, observaciones en el aula.</p> <p>-Classroom walkthroughs indicate presence of CLOs and alignment with ELD standards. Los recorridos en el aula indican la presencia de CLO y la alineación con los estándares de ELD.</p>

5. **SPSA Discussion:**

How are we addressing the actions listed on the [SPSA](#) during Distance Learning? | ¿Cómo abordamos las acciones enumeradas en el [SPSA](#) durante el aprendizaje a distancia?



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District Strategy: **ART, MUSIC, & WORLD LANGUAGES** | **Estrategia del distrito: ARTE, MÚSICA E IDIOMAS DEL MUNDO**

- ◆ **Big Rock #6** | **Meta #6:** High School Readiness | **Preparación para la escuela secundaria**

5. SPSA Discussion:

Big Rock #6 Meta #6:



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ACCIONES DE MAESTROS TEACHING ACTIONS	ACCIONES DE LIDERAZGO LEADERSHIP ACTIONS	EVIDENCIA DE IMPLEMENTACIÓN EVIDENCE OF IMPLEMENTATION
<p>-Explicit language instruction aligned to standards. Instrucción explícita del lenguaje alineada con los estándares.</p>	<p>-Emphasis on content language objectives (CLOs) to structure dialogue around integration of language development across the curriculum. Énfasis en los objetivos del lenguaje de contenido (CLO) para estructurar el diálogo en torno a la integración del desarrollo del lenguaje en todo el plan de estudios.</p>	<p>-Classroom walkthroughs indicate presence of CLOs and alignment with common core standards. Los recorridos en el aula indican la presencia de CLO y la alineación con los estándares básicos comunes.</p>

6 . **Public Input | Entrada publica**

-Thank you all who came to our Black History Month Program

-Thank you to all who organized & contributed to the Black History Month Program

-Thank you to all parents, students & staff who completed their CHKS survey



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7. Establish Date of Next Meeting and Adjourn | Establecer fecha de la próxima reunión y aplazar



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OAKLAND, CALIFORNIA

Date | Fecha: Wednesday, April 14th, 2021 | miercoles, 14 de abril, 2021

Time | Hora: 4:00pm

Place | Lugar: on line | en linea (Google Meet)

Meeting ID

meet.google.com/hwz-zyzf-gmb

Phone Numbers

(US)+1 440-462-3041

PIN: 442 048 361#