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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Frick United Academy of Language

**Ask of the Board** Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Frick United Academy of Language.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Frick United Academy of Language



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

## 2024-25 School Plan for Student Achievement (SPSA)

**School:** Frick United Academy of Language  
**CDS Code:** 1612596057020  
**Principal:** Amapola Obrera  
**Date of this revision:** 4/22/2024

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

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

**Contact:** Amapola Obrera

**Position:** Principal

**Address:** 2845 64th Avenue  
Oakland, CA 94605

**Telephone:** 510-729-7736

**Email:** amapola.obrera@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/22/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Benjamin "Sam" Davis, Board President**

**2024-25 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                 | <input type="checkbox"/> 21st Century Community Learning Centers                     |
| <input type="checkbox"/> Title I Targeted Assistance Program                        | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier            | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>                                                             |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
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.

**Date(s) plan was approved:** 4/22/2024

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

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

**Signatures:**

Amapola Obrera <i>Principal</i>	<u>Amapola Obrera</u> Signature	<u>4/26/2024</u> Date
Myeisha Jones <i>SSC Chairperson</i>	<u>Myeisha Jones</u> Signature	<u>04/26/2024</u> Date
Clifford Hong <i>Network Superintendent</i>	<u>Clifford Hong</u> Signature	<u>04/25/24</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>5/23/24</u> Date

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/22/2024	SSC and SELLS	Shared overview of SPSA and rationale of plan.
1/23/24	Admin Leadership Team	Discussed teacher, leadership, and organization practices aligned to school goals.
1/25/2024	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/6/2024	School Administrators	Conducted SPSA work session
2/8/2024	Instructional Leadership Team	Conducted SPSA work session
3/6/2024	SSC and SELLS	Conducted SPSA work session
3/25/2024	SSC and SELLS	Conducted SPSA work session
4/22/2024	SSC and SELLS	Reviewed, discussed, and approved SPSA, including budget.

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

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

### **Early Childhood Education Program**

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

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### **Transitional Students and Families Unit**

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$139,435.00
Total Federal Funds Provided to the School from the LEA for CSI	\$142,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,278,784.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$127,080	LCFF Discretionary (General Purpose Discretionary #0000)	\$23,010
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,530	LCFF Supplemental (LCFF Supplemental #0002)	\$234,900
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$8,825	After School Education & Safety (ASES) (ASES #6010)	\$176,643
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$142,000	California Community Schools Partnership Program (CCSPP #6332)	\$305,793
		Proposition 28 (Arts & Music in Schools) (#6770)	\$61,848
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$195,155
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$281,435</b>		<b>\$997,349</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,278,784.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School Name: Frick United Academy of Language**

**School ID: 219**

**CDS Code: 1612596057020**

**SSC Approval Date: 4/22/2024**

**Board Approval Date: 8/14/2024**

**School Mission and Vision**

VISION: Frick United Academy of Language 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 United Academy of Language, 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

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

Due to local, state, and national trends, Frick United Academy of Language 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 United Academy of Language 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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.5%	25.8%	64.4%	0.3%	0.6%	17.7%	98.8%	55.1%	26.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.5%	2.7%	3.0%	0.6%	0.3%	0.3%	97.6%	14.7%	75.3%

### 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	Establish a safe and predictable learning environment by promoting schoolwide expectations for academics and behavior.
<b>Identified School Need:</b>	SBAC ELA Distance from Standard Met and i-Ready Growth for ALL target student groups.

#### English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-154.8	not available until fall 2024	not available until fall 2025	-104.8
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	31.3%	not available until fall 2024	not available until fall 2025	50.0%

#### Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-202.9	not available until fall 2024	not available until fall 2025	-152.9
California Science Test (CAST) Standard Met or Exceeded	All Students	2.0%	not available until fall 2024	not available until fall 2025	12.0%



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

<b>School Goal:</b>	Establish Mastery Based Grading as a schoolwide practice and expectation.
<b>Identified School Need:</b>	SBAC ELA Distance from Standard, i-Ready, and SBAC Math Distance from Standard for ALL target student groups

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-181.9	not available until fall 2024	not available until fall 2025	-131.9
SBAC ELA Distance from Standard Met	African American Students	-135.4	not available until fall 2024	not available until fall 2025	-85.4
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	82.8%	not available until fall 2024	not available until fall 2025	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-239.0	not available until fall 2024	not available until fall 2025	-189.0
SBAC Math Distance from Standard Met	English Learners	-225.7	not available until fall 2024	not available until fall 2025	-175.7

**Reclassification Measures & Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.8%	not available until fall 2024	not available until fall 2025	10%
LTEL Reclassification	Long-Term English Learners	10.3%	not available until fall 2024	not available until fall 2025	20%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Goal:</b>	Build and implement common language and strategies around positive school culture.				
<b>Identified School Need:</b>	Out of school suspensions and chronic absenteeism for ALL target student groups.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School *2021-22 baseline data	All Students	45.4%	not available until fall 2024	not available until fall 2025	55.4%
Out-of-School Suspensions	All Students	12.0%	not available until fall 2024	not available until fall 2025	10.0%
Out-of-School Suspensions	African American Students	21.0%	not available until fall 2024	not available until fall 2025	11.0%
Out-of-School Suspensions	Special Education Students	14.9%	not available until fall 2024	not available until fall 2025	7.0%
Chronic Absenteeism	All Students	81.9%	not available until fall 2024	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	87.1%	not available until fall 2024	not available until fall 2025	50.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>					
<b>School Goal:</b>	Professional Learning will in growing depth of knowledge and establishing common practices in instruction (Mastery Based Grading) and Socio-Emotional Learning (as outlined in our Culture Guide).				
<b>Identified School Need:</b>	School Teacher Retention Rate				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	71.4%	not available until fall 2024	not available until fall 2025	75.0%

<b>1C: STRENGTHS &amp; CHALLENGES</b>		
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1: College/Career Readiness</i>	Establish a safe and predictable learning environment by promoting schoolwide expectations for academics and behavior.	<i>Although we have a significant number of vacancies, the teachers and staff on campus provide a predictable learning environment and promote schoolwide expectations.</i>
<i>LCAP Goal 2: Focal Student Supports</i>	Establish Mastery Based Grading as a schoolwide practice and expectation.	<i>Returning teachers are familiar with the concept of Mastery Based grading. ELA, Math, Science, and other interventions in core academic subjects are needed to address academic underachievement and provide targeted support to students who require additional assistance to reach grade-level proficiency. Students need enriching field trips to museums, exhibits, and other off-campus learning experiences, that align with core academic standards that are needed as an opportunity to deepen the students' understanding of Math, ELA, History, and Science standards through targeted learning experiences. Our counselors provide direct support to our students by giving personalized academic guidance and addressing barriers to learning to ensure equitable access to quality education for all students.</i>
<i>LCAP Goal 3: Student/Family Supports</i>	<i>Build and implement common language and strategies around positive school culture.</i>	<i>Although we have a significant number of vacancies, the teachers and staff on campus are developing common language and strategies around literacy development. Increasing engagement among families of all demographics is a priority. Families may feel alienated by the structure of schools and may lack knowledge of how to navigate school politics. In addition, language barriers can lead to families feeling disconnected from the school community. Offering childcare services removes financial obstacles, ensuring that every family can participate in parent-teacher conferences, curriculum nights, and other essential engagement activities. By enabling parents to actively participate in their child's education, schools can strengthen the home-school partnership, which in turn supports academic growth and long-term success for students.</i>
<i>LCAP Goal 4: Staff Supports</i>	<i>Professional Learning will in growing depth of knowledge and establishing common practices in instruction (Mastery Based Grading) and Socio-Emotional Learning (as outlined in our Culture Guide).</i>	<i>Despite not being able to implement our Professional Learning Plan, our Professional Learning Plan and Culture Guide are developed and ready for implementation.</i>

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1: College/Career Readiness</i>	Establish a safe and predictable learning environment by promoting schoolwide expectations for academics and behavior.	<i>Due to staffing challenges students do not have permanent teachers which causes an unpredictable classroom learning environment.</i>
<i>LCAP Goal 2: Focal Student Supports</i>	Establish Mastery Based Grading as a schoolwide practice and expectation.	<i>Due to staffing challenges students do not have permanent teachers and we have not been able to establish Mastery Based Grading as a schoolwide practice and expectation.</i>
<i>LCAP Goal 3: Student/Family Supports</i>	<i>Build and implement common language and strategies around positive school culture.</i>	<i>Due to a staffing shortage our TSA for Literacy has been teaching Humanities 7 full-time and our Humanities TSA has been teaching Spanish full-time, therefore our professional learning plan has been greatly impacted.</i>
<i>LCAP Goal 4: Staff Supports</i>	<i>Professional Learning will in growing depth of knowledge and establishing common practices in instruction (Mastery Based Grading) and Socio-Emotional Learning (as outlined in our Culture Guide).</i>	<i>Due to a staffing shortage our TSA for Literacy has been teaching Humanities 7 full-time and our Humanities TSA has been teaching Spanish full-time, therefore our professional learning plan has been greatly impacted. By providing stipends to teachers, schools can incentivize and support educators in implementing evidence-based instructional strategies, interventions, and initiatives tailored to meet the diverse needs of Title I students. Many educators choose to work in high-need schools because of their commitment to serving disadvantaged students. Providing stipends as a form of recognition for their dedication and hard work can help retain experienced teachers in these schools and attract new educators to join the faculty, ultimately benefiting the students they serve.</i>

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Frick United Academy of Language

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

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

The overall implementation of the current SPSA strategies and actions has been limited due to severe staffing challenges at Frick United Academy of Language. Staff are taking on several roles, in addition to their own, to make sure students have access to grade level content despite not having permanent teachers.

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

The effectiveness of the the strategies and actions articulated cannot be verified as Frick United has not been able to fully execute them due to staffing challenges.

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

The majority of our SPSA will remain unchanged as we have been unable to implement due to severe staffing challenges.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working? Why? What is not working? Why not?</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Teacher on Special Assignment for Literacy	SBAC ELA Distance from Standard Met	Provides Professional Development for all teachers and staff, provides coaching support for Humanities and Spanish teachers, leads Humanities and Spanish PLCs	Because of the many teaching vacancies at Frick United Academy of Language, the TSA has been teaching full-time and is not able to perform all of the actions and activities as planned. She currently leads the Spanish PLC and supports planning and facilitation of Professional Development.	Although we believe that this is a valuable expenditure, we will have to discontinue due to lack of funding for the 2024-25 school year. We will journal the funds for this position.

<p>After School Extended Contracts (Beyond Contract Hours)</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Teachers provide small group interventions for students beyond contractual hours of work.</p>	<p>The teachers that are able to provide this support are doing so successfully. However, our school is grossly understaffed so not all students who need this support are being served. Students report that this small group intervention helps them to feel more confident in their literacy skills and ability. Parents report that small group interventions help their students' complete their work successfully and help them comprehend what is being taught in class.</p>	<p>We will continue to provide extended small group support for students outside of teachers' contractual hours due to student need. All of our target student groups will benefit from this expenditure.</p>
<p>interpreters for parent engagement</p>	<p>Student Connectedness to School</p>	<p>Provide interpreters for parents and families who speak languages other than English so they are able to engage in parent meetings, family events, student lead, conferences, and other school activities and events.</p>	<p>Parents report that they feel more comfortable participating in school events with interpreters available to translate into their home language. Students report that they feel more connected to school and relieved to not be expected to interpret for their parents.</p>	<p>We will continue to provide interpreters for parents and families who speak languages other than English so that they will be more likely to participate in school events and therefore will lead to increased student connectedness to school.</p>
<p>childcare</p>	<p>Student Connectedness to School</p>	<p>Provide childcare for families who have young children during school activities and events.</p>	<p>During our African American movie night several families reported that they were able to participate because childcare was provided.</p>	<p>We will continue to provide childcare for families who have young children during school events.</p>

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Frick United Academy of Language

**SCHOOL ID:** 219

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Goal:**

Establish a safe and predictable learning environment by promoting schoolwide expectations for academics and behavior.

**Identified Need:**

SBAC ELA Distance from Standard Met and i-Ready Growth for ALL target student groups.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental

1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified



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

**School Goal:** Establish Mastery Based Grading as a schoolwide practice and expectation.

**Identified Need:** SBAC ELA Distance from Standard, i-Ready, and SBAC Math Distance from Standard for ALL target student groups

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	IReady	All Students	Academic	Tier 1 - Universal
2-2	Phonics Groups	All Students	Academic	Tier 3 - Intensified
2-3	Literacy TSA	All Students	Academic	Tier 2 - Supplemental

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

**School Goal:** Build and implement common language and strategies around positive school culture.

**Identified Need:** Out of school suspensions and chronic absenteeism for ALL target student groups.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal

3-5	School-wide PBIS or Positive Behavior Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal
3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-15	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy.	All Students	Behavioral	Tier 1 - Universal
3-16	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-17	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-18	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental

3-19	SARB meetings	All Students	Behavioral	Tier 3 - Intensified
3-20	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-21	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified
3-22	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-23	Advisors implement the StG lessons plans weekly during advisory.	All Students	SEL / Mental Health	Tier 1 - Universal
3-24	StG leads sign up for PD with StG. StG leads and/or principal shout out teachers who are implementing StG with fidelity and also checking in with teachers who are not doing the weekly check-ins or advisory lessons (accountability).	All Students	SEL / Mental Health	Tier 1 - Universal
3-25	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-26	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified

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

**School Goal:** Professional Learning will in growing depth of knowledge and establishing common practices in instruction (Mastery Based Grading) and Socio-Emotional Learning (as outlined in our Culture Guide).

**Identified Need:** School Teacher Retention Rate

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Educating the Black Child PD Series	African American Students	Behavioral	Tier 1 - Universal
4-2	Culturally Responsive Teaching for Arab Students - PD Session	English Learner Students	Behavioral	Tier 1 - Universal
4-3	Truma Informed Practices PD	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	Tier 1 Restorative Practices Training	All Students	SEL / Mental Health	Tier 1 - Universal

<b>CONDITIONS FOR BLACK STUDENTS</b> <a href="#">Instructions &amp; resources</a>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Black Family Engagement Affinity Space	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Double Blocked English/Literacy Support	African American	Academic	Tier 1 - Universal

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <a href="#">Stages of ELD Implementation Self-Assessment</a>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool).	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-4	LTEs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-5	Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction	English Learner Students	Academic	Tier 1 - Universal
6-6	Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-7	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental

6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental
6-9	Ensure dually identified students have a language goal in their IEP.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equipment Maintenance	\$10,000	LCFF Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Check-ins / Check-outs with specific students	219-1
4310 - Materials and Supplies	\$13,010	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	219-2
Teacher Structured Eng Immersn	\$13,190	LCFF Supplemental	1105	Certificated Teachers' Salaries	3379	Teacher, Structured English Immersion	0.14	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	219-3
Teacher Structured Eng Immersn	\$33,012	LCFF Supplemental	1105	Certificated Teachers' Salaries	4627	Teacher, Structured English Immersion	0.21	Goal 1: All students graduate college, career, and community ready.		Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	219-4
4310 - Materials and Supplies	\$45,535	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	219-5
Teacher Structured Eng Immersn	\$56,516	LCFF Supplemental	1105	Certificated Teachers' Salaries	4169	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.		Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	219-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$86,647	LCFF Supplemental	1105	Certificated Teachers' Salaries	6589	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	219-7
1120 - Teachers Salaries Stipends	1,859.03	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	219-8
Counselor	35,658.20	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	3813	Counselor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	219-9
Teacher STIP	89,562.77	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9548	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	IReady	219-10
2225 - Classsuppt Salaries Overtime (Translation Services and Child Care)	\$3,530	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Community Building/Advisory section (at least 1 section)	219-11
4310 - Materials and Supplies	\$2,700	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	219-12
Teacher Structured Eng Immersn	\$39,300	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	4627	Teacher, Structured English Immersion	0.25	Goal 1: All students graduate college, career, and community ready.		Double Blocked English/Literacy Support	219-13

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
Assistant Principal, Middle School	\$201,667	Comprehensive Support & Improvement (CSI) Grant	1305	Certificated Teachers' Salaries	2545	Assistant Principal, Middle School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	219-14
5825 - Consultants	\$100,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants		n/a		Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	219-15
5826 - Field Trips	\$8,825	Title IV, Part A Student Support & Academic Enrichment	5826	Rentals (non-capital Leases)		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	219-16
5100 - Subagreements For Services	\$176,643	After School Education & Safety (ASES)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	219-17
5825 - Consultants	\$15,000	Educator Effectiveness Grant	5825	Consultants		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Educating the Black Child PD Series	219-18
Liaison Family Parent	\$70,369	California Community Schools Partnership Program	2405	Clerical Salaries	7911	Family/Parent Liaison	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	219-19



PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Program Mgr Community School	\$107,249	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7934	12-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	219-20
Restorative Justic Facilitator	\$128,175	California Community Schools Partnership Program	2205	Classified Support Salaries	9549	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	219-21
4310 - Supplies	\$2,820	Proposition 28—Arts and Music in Schools Funding	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	219-22
Teacher Structured Eng Immersn	\$59,028	Proposition 28—Arts and Music in Schools Funding	1105	Certificated Teachers' Salaries	8077	Teacher, Structured English Immersion	0.38	Goal 1: All students graduate college, career, and community ready.		Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	219-23
4310 - Materials and Supplies	\$3,618	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.		Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	219-24
Program Mgr Community School	\$71,499	Measure G1	2305	Classified Supervisors' and Administrators' Salaries	7934	12-Month Community School Manager	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	219-25

**PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$120,038	Measure G1	1105	Certificated Teachers' Salaries	4274	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	219-26
Library Technician	\$85,638	Measure G, Library Support	2205	Classified Support Salaries	8151	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.		Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	219-27



## FRICK UNITED ACADEMY OF LANGUAGE

### School-Parent Compact 2023-24

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

***This School-Parent-Student Compact is in effect for the 2023-24 school year.***

#### School Responsibilities

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

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

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

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

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

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

- Via student Advisors
- Via bi-annual Student Led Conferences

- 4) Provide parents reasonable access to staff.

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

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

Having regular food distribution events and inviting families to volunteer in the school as long as they meet all OUSD volunteer requirements.

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

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

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

School will hold Professional Development and Staff Meeting for teachers and staff in an effort to engage with and maximize relationships with all families and promote family facing initiatives

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

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

### Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Support my child to follow all FUAL Expectations and Policies
- Promote positive use of my child's extracurricular time by ensuring that my student is completing their homework and encouraging them to attend the After School Program.
- Engage in communication with my child's school and teachers.

### Teacher Responsibilities

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student

- Provide a safe, positive and healthy learning environment
- Advisory teacher will act as a liaison around student behavior, including but not limited to tardies, cell phone violations, and cuts.

Student Responsibilities

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day
- Do my homework every day
- Ask for help when I need it
- Follow all FUAL Expectations and Policies
- Respect my school, classmates, staff, community members, and family at all times

This Compact was adopted by Frick United Academy of Language on August 23, 2023, and will be in effect for the period of August 7, 2023 to May 23, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2023.

Amapola Obrera  
Principal's Name

Amapola Obrera  
Signature of Principal

August 23, 2023  
Date

Please link the Parent and [Family Engagement Policy](#) to this document.

## **Pacto entre la escuela, los padres, y estudiantes 2023-24**

### **FRICK UNITED ACADEMY OF LANGUAGE**

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

*Este Pacto entre la escuela y los padres está vigente para el año escolar 2023-24.*

#### **Responsabilidades de la escuela**

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

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

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

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

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

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

- A través de asesores estudiantiles
- A través de conferencias bianuales dirigidas por estudiantes

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

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

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

Tener eventos regulares de distribución de alimentos e invitar a las familias a ser voluntarios en la escuela siempre que cumplan con todos los requisitos de voluntariado de OUSD.

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

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

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

La escuela llevará a cabo una reunión de personal y desarrollo profesional para maestros y personal en un esfuerzo por involucrarse y maximizar las relaciones con todas las familias y promover iniciativas orientadas a la familia.

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

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

### **Responsabilidades del maestro**

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

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

### **Responsabilidades de los padres**

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

- Ser voluntario en el aula de mi hijo si es posible.
- Participar en decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo asegurándome de que mi estudiante esté completando su tarea y alentándolo a asistir al programa después de la escuela.

### **Responsabilidades de los estudiantes**

El estudiante aceptará las siguientes expectativas de comportamiento:

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

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

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

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

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

Este pacto fue adoptado por **Frick United Academy of Language** el **23 de agosto de 2024**, y estará vigente durante el período del 7 de agosto de 2023 al 23 de mayo de 2024.



La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A en o antes del 30 de septiembre de 2023.

**Firma de la Directora**

Amapola Obrera

**Fecha**

31 de agosto de 2022



## Title I, Part A 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 a family workshop on how to use a platform (Google classroom, Aeries, ParentSquare, iReady, etc.) to support your student's learning.

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 Back To School Night, Open House, and Family Workshops and Parent Nights.

#### **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.

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

- Holding a School Site Council (SSC) Meeting every month.

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

- Enabling all families to have access to iReady data.

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 ParentSquare.

### **OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program**

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

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

- **Having regular food distribution events and inviting families to volunteer at school as long as they meet all OUSD volunteer requirements**

### **OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home**

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

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

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

### **OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making**

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

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

- **Providing professional development and engaging staff in family conferences and other collaboration with parents.**

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

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

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

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

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

- **Providing communication and scheduling support through the school main office and school's Bilingual Family Liaison.**

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

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

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

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

### ADOPTION

This policy was jointly developed and adopted by the Frick United Academy of Language on August 23, 2023 and will be in effect for the period August 7, 2023 through May 23, 2024.

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

<u>Amapola Obrera</u>	<u><i>Amapola Obrera</i></u>	<u>8/23/23</u>
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

[Please link the School-Parent Compact to this document.](#)



## Title I, Part A School Parent and Family Engagement Policy

Las escuelas de Título 1 desarrollarán conjuntamente una política escrita de participación de padres y familias con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de los padres y la familia del Título 1, Parte A.

### **FRICK UNITED ACADEMY OF LANGUAGE**

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

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

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

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

- Proporcionar un taller familiar sobre cómo utilizar una plataforma (Google Classroom, Aeries, ParentSquare, iReady, etc.) para apoyar el aprendizaje de su estudiante.

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

- Organizar la noche de regreso a clases, talleres familiares y noches para padres..

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

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

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

- Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres a asistir, para informar a los padres sobre la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

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

- Teniendo una reunión del consejo escolar todos los meses.

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

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

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

**Uso de la aplicación ParentSquare y hacer llamadas telefónicas automáticas.**

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

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

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

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

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

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

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

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

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

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

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

**Proporcionar desarrollo profesional e involucrar al personal en conferencias familiares.**

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

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

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

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

La escuela ofrece oportunidades para la participación de todos los padres, incluyendo los padres con limitada habilidad en Inglés, los padres con discapacidades, y padres de estudiantes migratorios, al:

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

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

Proporcionar comunicación de programación apoyo a través de la oficina principal

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

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

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

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

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

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

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

### Adopción

Esta política fue desarrollada y adoptada conjuntamente por Frick United Academy of Language el 23 de agosto de 2023 y estará vigente durante el período del 7 de agosto de 2023 al 23 de mayo de 2024.

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

Nombre de la directora: Amapola Obrera

Firma de la directora: *Amapola Obrera*

Fecha: 23 de agosto de 2023



**FRICK UNITED ACADEMY OF LANGUAGE**  
**School Site Council Membership Roster**  
**2023-2024**

**SSC - Officers**

Chairperson:	MYEISHA JONES
Vice Chairperson:	CYNTHIA WALLACE
Secretary:	YESENIA CASTRO-MITCHELL

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
AMAPOLA OBRERA	x					
MYEISHA JONES				x		
KAREN DRAPER				x		
REBECA JERONIMO GOMEZ				x		
SIMONE DELUCCHI			x			
KEILI					x	
IRIS CASANOVA		x				
YESENIA CASTRO-MITCHELL		x				
CYNTHIA WALLACE		x				
DAMYHA					x	
ROSALVA MENDEZ				x		
*Highlighted names are Aeries verified*-SM						

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	4th Friday of the month @ 5:30 PM
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

