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# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Frick United Academy of Language

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**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Frick United Academy of Language.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Frick United Academy of Language



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

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Frick United Academy of Language  
**CDS Code:** 1612596057020  
**Principal:** Amapola Obrera  
**Date of this revision:** 4/23/2025

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:

<b>Contact:</b> Amapola Obrera	<b>Position:</b> Principal
<b>Address:</b> 2845 64th Avenue Oakland, CA 94605	<b>Telephone:</b> 510-729-7736
	<b>Email:</b> amapola.obrera@ousd.org

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	<i>4/23/2025</i>
<i>The District Governing Board approved this revision of the SPSA on:</i>	<i>8/13/2025</i>

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Frick United Academy of Language

**Site Number:**

219

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

☒ Title I Schoolwide Program

☒ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☒ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/23/2025

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

*Principal*

*Amapola Obrera*

Signature

4/23/2025

Date

Christina Anderson

*SSC Chairperson*

*Christina Anderson*

Signature

4/23/25

Date

*SELLS Representative (optional)*

Signature

Date

Clifford Hong

*Network Superintendent*

*Clifford Hong*

Signature

05/02/2025

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/2/25

Date

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/17/2024	Administrative Team	Shared rationale and overview of site plan. Conducted work session SPSA Part 1 and Needs Assessment & Part 2 Annual SPSA review
1/8/2025	SSC and SELLS combined	Conducted work session
1/21/2025	Administrative Team	SPSA Program Review and SPSA Program Evaluation of Effectiveness
2/12/2025	SSC and SELLS combined	Conducted work session
2/18.25	Administrative Team	

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$696,564.98
Total Federal Funds Provided to the School from the LEA for CSI	\$352,800
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,859,984.15

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$140,760
Title I, Part A Parent & Family Engagement (#3010)	\$3,910
21st Century Community Learning Centers (Title IV, Part B #4124)	\$199,095
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$352,800
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$696,565</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,859,984.15</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$42,200
LCFF Equity Multiplier (#7399)	\$386,030
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CCSPP #6332)	\$344,374
Proposition 28 (Arts & Music in Schools #6770)	\$63,438
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,163,419</b>

2025-26 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:	Board Approval Date:
School Mission and Vision		
<p>VISION: Frick SOL partners with families and community to create a space where students can practice cultural humility to build friendships across cultures and languages, embrace and celebrate difference, recognize and disrupt racial oppression, and feel safe and confident to take the risks necessary to challenge and reimagine current systems as they act as agents of change in their community and the world.</p> <p>MISSION: Frick SOL, a public middle school in East Oakland reflects and embraces the full range of diversity and multilingualism Oakland provides. We ensure all students:</p> <ul style="list-style-type: none"> <li>~are Academically Proficient and have access to an innovative, rigorous and responsive learning environment</li> <li>~value Bilingualism/Biliteracy and have multiple opportunities to read, write and speak in two or more languages</li> <li>~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</li> <li>~embody Social-Emotional Literacy and learn to master self and social awareness, responsible decision-making and relationship skills</li> </ul>		
Purpose of this Plan		
<p>This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):</p> <ul style="list-style-type: none"> <li>• Comprehensive Support &amp; Improvement</li> </ul>		
<p>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.</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>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.</p>		

## School Demographics, 2023-24

% 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 *SBAC & CAST exclude 10% penalty, if applicable.	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	-164.8	not available until fall 2025	-104.8
SBAC ELA Participation	All Students	96.4%	96.9%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	31.3%	42.8%	not available until fall 2025	52.8%

### Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-211.4	not available until fall 2025	-152.9



SBAC Math Participation	All Students	88.7%	88.7%	<b>not available until fall 2025</b>	<b>95.0%</b>
California Science Test (CAST) Standard Met or Exceeded	All Students	2.0%	1.7%	not available until fall 2025	11.7%
California Science Test (CAST) Participation	All Students	96.2%	93.0%	<b>not available until fall 2025</b>	<b>95.0%</b>

**LCAP Goal 2: Within three years, 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	African American Students	-135.4	-153.8	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%	80.4%	not available until fall 2025	70.4%
SBAC Math Distance from Standard Met	Special Education Students	-239.0	-245.5	not available until fall 2025	-152.9
SBAC Math Distance from Standard Met	English Learners	-225.7	-233.3	not available until fall 2025	-175.7

**Reclassification Measures & Targets** *\*Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.8%	3.5%	not available until fall 2025	10.0%
LTEL Reclassification	Long-Term English Learners	10.3%	7.2%	not available until fall 2025	20/%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<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	All Students	45.4%	44.0%	not available until fall 2025	55.4%
Out-of-School Suspensions	All Students	12.0%	13.6%	not available until fall 2025	10.0%
Out-of-School Suspensions	African American Students	21.0%	32.7%	not available until fall 2025	11.0%
Out-of-School Suspensions	Special Education Students	14.9%	21.9%	not available until fall 2025	7.0%
Chronic Absenteeism	All Students	81.9%	42.8%	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	87.1%	60.3%	not available until fall 2025	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<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%	68.1%	not available until fall 2025	75.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>Establish a safe and predictable learning environment by promoting schoolwide expectations for academics and behavior.</i>	<i>Having only three teacher vacancies and having returning teachers and staff have allowed Frick United Academy of Language to be a safe and predictable learning environment. Staff and teachers promote schoolwide expectations for academics and behavior. This has been due to having Math and Science Intervention, Newcomer support, Extended Contracts, Translation, Childcare, and Light Refreshments to and serves as a direct strategy or action to meet identified student needs.</i>
LCAP Goal 2:	<i>Establish Mastery Based Grading as a schoolwide practice and expectation.</i>	<i>Frick United Academy of Language has not yet established mastery based grading as a schoolwide practice and expectation.</i>
LCAP Goal 3:	<i>Build and implement common language and strategies around positive school culture.</i>	<i>Through a robust Culture Team that works collaboratively FUAL has started to build and implement common language and strategies around positive school culture.</i>
LCAP Goal 4:	<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>Professional Learning around Socio-Emotional Learning facilitated by EduTainment for Equity has happened regularly and has been well received by teachers and staff who have participated.</i>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>Establish a safe and predictable learning environment by promoting schoolwide expectations for academics and behavior.</i>	<i>Staff and teacher vacancies continue to be a challenge for our school site.</i>
LCAP Goal 2:	<i>Establish Mastery Based Grading as a schoolwide practice and expectation.</i>	<i>Frick United Academy of Language has not yet established mastery based grading as a schoolwide practice and expectation.</i>
LCAP Goal 3:	<i>Build and implement common language and strategies around positive school culture.</i>	<i>Although FUAL has a strong and robust Culture Team, we are still working on building and consistently implementing strategies around positive school culture in our classrooms with teachers and classroom staff.</i>

LCAP Goal 4:	<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>Professional Learning around Mastery Based Grading has not happened yet.</i>
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## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Frick United Academy of Language

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 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 current SPSA strategies and actions have been implemented with the exception of 1-6, 1-8, and 2-2. Those strategies and actions have not been implemented because we do not have Early Literacy Tutors (2 vacancies) and we do not have an English 7 teacher.

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

The strategies that have been implemented so far have been successful and are needed in the long term in order to make a greater impact.

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.

No changes will be made to the SPSA.

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

<b>Title I Expenditure Code</b> <i>(this column will be hidden eventually)</i>	<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<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/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
1120 - Teachers Salaries Stipends	Extra time (beyond OEA contractual hours) to provide academic support to students	i-Ready Reading at or above Mid-Grade	Teachers provide academic support to students after school	This expenditure is effective in that extra time is available for teachers to provide academic support to students outside of their contractual hours.	Continue because it is effective and needed.
Counselor	20% of total cost of Academic Counselor	Student Connectedness to School	Academic Counselor works full-time (instead of 80% allocated) to support Master Scheduling during the 20% of total work-time at FUAL.	This expenditure is effective in that the Academic Counselor is working full-time and is supporting the planning and implementation of FUAL's Master Schedule. The Master Schedule allows students to access classes in addition to core instruction.	Continue because it is effective and needed.

Teacher STIP	Full-time STIP Teacher	i-Ready Math at or above Mid-Grade	STIP Teacher provides small group math intervention to students.	This expenditure is effective in that the STIP Teacher is providing small group math intervention to students. Approximately 40 students are receiving small group intervention and all 7th and 8th grade students are receiving push-in support from the Stip Sub.	Continue because it is effective and needed.
2225 - Classsuppt Salaries Overtime	Extra time (beyond classified contractural hours) to provide translation services and/or child care for parents.	Student Connectedness to School	Classified Staff provide Spanish translation services and/or child care for parents during 504 meetings, Student Led Conferences, and other FUAL events as needed.	This expenditure is effective in that our Family Liaison provides tranlation services for parents as needed.	Continue because it is effective and needed.

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b> Frick United Academy of Language		<b>SCHOOL ID:</b> 219		
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>		<a href="#">Click here for guidance on SPSA practices</a>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		Establish a safe and predictable learning environment by promoting schoolwide expectations for academics and behavior.		
<b>Identified Need:</b>		SBAC ELA Distance from Standard Met and i-Ready Growth for ALL target student groups.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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: Within three years, 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 Need:</b>		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
2-4	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to support their learning in their primary Humanities class.	English Learner Students	Academic	Tier 2 - Supplemental
2-5	A teacher's aid will be in all math classrooms to provide additional 1:1 and small groups support	All Students	Academic	Tier 2 - Supplemental



2-6	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental
2-7	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-8	Case managers will have regular structured time as part of the bell schedule to meet with and support their students with additional academic support in a study skills class. This will also support with improved ELA scores.	Students with Disabilities	Academic	Tier 2 - Supplemental

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

<b>School Goal:</b>		Build and implement common language and strategies around positive school culture.		
<b>Identified Need:</b>		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 FrameworkClear 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
3-16	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
3-25	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.**

<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 Need:</b>		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

**CONDITIONS FOR BLACK STUDENTS***Instructions & resources*

#	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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	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). Observe and give feedback to D-ELD classes using Essential Practice indicators 2.1, 2.2, 2.3, and 2.4.	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	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
6-5	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental
6-6	Ensure dually identified students have a language goal in their IEP.	English Learner Students	Academic	Tier 3 - Intensified

**PROPOSED 2025-26 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
PROVIDE COMPREHENSIVE AFTER SCHOOL PROGRAM FOR ALL STUDENTS. Contract with BACR to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	\$21,793	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Provide comprehensive After School Program	219-1
PROVIDE COMPREHENSIVE AFTER SCHOOL PROGRAM FOR ALL STUDENTS. Contract with BACR to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	\$177,302	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Provide Comprehensive After School Program	219-2
PROVIDE COMPREHENSIVE AFTER SCHOOL PROGRAM FOR ALL STUDENTS. Contract with BACR to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	\$177,378	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Provide comprehensive After School Program	219-3
Bilingual Art Teacher (0.5 FTE). Fund Bilingual Art Teacher position Fund that provide students access to enriching instruction and improve academic outcomes.	\$63,438	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10527	Teacher, Bilingual	0.5			Provide Spanish Language enriched program	219-4
Restorative Justice Facilitator (1.0 FTE). Fund an RJF position that facilitates restorative justice circles to build relationships and respond to harm to support overall positive school culture and social-emotional learning across the school.	\$127,845	California Community Schools Partnership Program	2205	Classified Support Salaries	9549	Restorative Justice Facilitator	1.0			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	219-5
Community School Manager (0.25 FTE). Fund community school manager position that leads COST to provide students with appropriate mental health interventions.	\$42,236	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 01	11-Month Community School Manager	0.25			COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	219-6

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
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**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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Bilingual Family Liaison (0.4 FTE). Fund Bilingual Family Liaison position to support Culture and Climate Team, Attendance Team, and Family Engagement	\$54,919	California Community Schools Partnership Program	2405	Clerical Salaries	7911	Family/Parent Liaison	0.4			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.	219-7
CLASSIFIED OVERTIME FOR FAMILY ENGAGEMENT. Provide extended contracts for classified staff to support Black Family Affinity, Latino Family Affinity, and Arab Family Affinity groups.	\$1,258	California Community Schools Partnership Program Carryover	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			Black Family Engagement Affinity Space	219-8
COMMUNITY SCHOOL MANAGER (0.6 FTE) Fund community school manager position that leads COST to provide students with appropriate mental health interventions.	\$104,386	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	New Position 02	11-Month Community School Manager	0.6			COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	219-9
BILINGUAL FAMILY LIAISON (0.1 FTE). Fund Bilingual Family Liaison position to Support Attendance Team, Culture Team, and parent engagement.	\$13,730	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	7911	Family/Parent Liaison	0.1			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.	219-10
EXTENDED CONTRACTS FOR TEACHERS. Provide extended contract payment to teachers who facilitate tutoring after-school or enrichment opportunities after-school.	\$20,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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.	219-11
ASSISTANT PRINCIPAL (1.0 FTE). Fund AP position to lead Culture Team and Sped Team to improve school culture and outcomes for student in the Sped programs.	\$184,330	Comprehensive Support & Improvement (CSI) Grant	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2645	Assistant Principal, Middle School	1.0			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.	219-12

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
HARDWARE FOR CLASSROOM USE (chromebooks, projectors, etc.). Provide chromebooks for students to establish 1:1 ratio. Provide projectors for all classrooms.	\$97,670	Comprehensive Support & Improvement (CSI) Grant	4420	Computer < \$5,000	n/a	n/a	n/a			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	219-13
STAFF WELLNESS COACH (CONSULTANT). Contract with East Bay Agency for Children to provide Staff Wellness Coach for 1 on 1 check ins with teachers and staff to improve teacher and staff retention.	\$50,800	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a			Strategy for Staff and Teacher retention	219-14
PROVIDE COMPREHENSIVE AFTER SCHOOL PROGRAM FOR ALL STUDENTS. Contract with BACR to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Provide comprehensive After School Program for all students	219-15
PROVIDE COMPREHENSIVE AFTER SCHOOL PROGRAM FOR ALL STUDENTS. Contract with BACR to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Provide comprehensive After School Program for all students	219-16
LATINO MEN AND BOYS FACILITATOR (0.5 FTE). Hire half-time LSA teacher to provide culturally responsive teaching for Latino students.	\$56,259	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	New Position 07	Facilitator, Manhood Development Program	0.5			Culturally Responsive Teaching for Latino students	219-17
AFRICAN AMERICAN MALE ACHIEVEMENT FACILITATOR (1.0 FTE). Hire full-time AAMA teacher to provide culturally responsive teaching for African American students as well as hold an advisory class.	\$112,518	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	New Position 08	Facilitator, Manhood Development Program	1.0			Culturally Responsive Teaching for African American students	219-18
TEACHER ON SPECIAL ASSIGNMENT (1.0 FTE). TSA will provide professional development for all staff and teachers and coach ELA and humanities teachers and support them in backwards planning, internalization of lessons, and classroom management.	\$154,323	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 06	10-Month Teacher on Special Assignment (TSA)	1.0			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.	219-19

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
EXTENDED CONTRACTS FOR TEACHERS. Provide extended contract payment to teachers who facilitate tutoring after-school or enrichment opportunities after-school.	\$37,947	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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.	219-20
CASE MANAGER (0.2 FTE). Hire full-time Case Manager to support severely chronically absent students and students with significant behavior challenges. Increase position from 0.8 to 1.0 by adding 0.2 FTE.	\$24,983	LCFF Equity Multiplier	2405	Clerical Salaries	New Position 03	Case Manager	0.2			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.	219-21
EXTENDED CONTRACTS FOR INTERVENTION (DIRECT SERVICE TO STUDENTS). Provide extended contract payment to teachers who facilitate tutoring after-school or enrichment opportunities after-school.	\$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	219-22
FIELD TRIPS. Fund fieldtrips for all grades levels and ELD classes so that students can access experiential learning and culturally relevant experiences in the community that connect to their grade level curriculum.	\$3,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	219-23
SOCIAL EMOTIONAL LEARNING (STAFF WELLNESS CONSULTANT EBAC)	\$19,200	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Truma Informed Practices PD	219-24
SPANISH TEACHER (0.2 FTE). Fund Spanish teacher position that teaches 5 sections of Spanish to all grade levels and also an advisory class	\$28,874	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	4694	Teacher, Structured English Immersion	0.2			Increase access to courses in World Languages	219-25
Restorative Student Ambassador (1.0 FTE). Fund a RestorativeStudent Ambassador position that facilitates restorative justice circles to build relationships and respond to harm to support overall positive school culture and social-emotional learning across the school.	\$65,276	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	10527	Teacher, Bilingual	0.5			Strong Restorative Justice (R.J) program with peer mediators and student council/leadership opportunities- For sites w/o R.J Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	219-26



[illegible]



## **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:

- ParentSquare application

### **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 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) 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 Schoolwide 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 28, 2024 and will be in effect for the period August 12, 2024 through May 29, 2025.

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

<u>Amapola Obrera</u>	<u>Amapola Obrera</u>	<u>8.28.24</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) 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 28 de agosto de 2024 y estará vigente durante el período del 12 de agosto de 2024 al 29 de mayo de 2025.

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

Amapola Obrera	<i>Amapola Obrera</i>	28.8.24
Nombre de la directora	Firma de la directora	Fecha

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



## FRICK UNITED ACADEMY OF LANGUAGE

### School-Parent Compact 2024-25

*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 2024-25 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 28, 2024, and will be in effect for the period of August 12, 2024 to May 29, 2025.

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, 2024.

Amapola Obrera  
Principal's Name

Amapola Obrera  
Signature of Principal

August 28, 2024  
Date

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

## **Pacto entre la escuela, los padres, y estudiantes 2024-25**

### **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 2024-25.*

#### **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 estés 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 28 de agosto de 2024, y estará vigente durante el período del 12 de agosto de 2024 al 29 de mayo de 2025.

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 2024.

Amapola Obrera

Nombre de la directora

Amapola Obrera

Firma de la directora

August 28, 2024

Fecha



## Strategic Resource Planning (SRP)

## FUAL

### School Site Council Membership Roster 2024-2025

#### SSC - Officers

Chairperson:	CHRISTINA ANDERSON
Vice Chairperson:	CYNTHIA WALLACE
Secretary:	ALLEGRA MITCHELL

#### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student	Term (1st or 2nd year term)
AMAPOLA OBRERA	x					
TRACY DANIELLE GRAYSON		x				1
ALLEGRA MITCHELL		x				1
CYNTHIA WALLACE		x				1
CHRISTINA ANDERSON			x			1
Nina MannAllen				x		
Cristina Garcia				x		1
Zakiyyah Muslimah				x		1
Marie-Cristal Auger				x		1
Michael Quintana				x		1
Highlighted names are Aeries verified-SMT*						

**SSC Meeting Schedule:**  
(Day/Month/Time)

First Wednesday of the month at 4:30 pm

**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.

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