

Board Office Use: Legislative File Info.	
File ID Number	26-1352
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Frick United Academy of Language

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Frick United Academy of Language

2026-27 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: 4/15/2026

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

4/15/2026
Date

Christina Anderson
SSC Chairperson

Christina Anderson
Signature

4/16/26
Date

SELLS Representative (optional)

Signature

Date

Clifford Hong
Network Superintendent

Clifford Hong
Signature

04/21/2026
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

4/21/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/6/2026	Admin Team	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals and strategies, Reflected on instructional practices and supports, Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections, Collected input for next year's SPSA draft
1/14/2026	SELLS, SSC	Reviewed SPSA goals and strategies, Conducted mid-year or final SPSA review, Collected input for next year's SPSA draft
11/17/2025	SELLS, SSC	Reflected on progress and challenges, Reviewed SPSA goals and strategies, Reflected on instructional practices and supports
1/29/2026	ILT	Reviewed SPSA goals and strategies, Facilitated group feedback on SPSA sections, Collected input for next year's SPSA draft
2/3/2026	Admin Team	Facilitated group feedback on SPSA sections, Discussed proposed expenditures and priorities
2/11/2026	SSC, SELLS	Collected input for next year's SPSA draft
2/3/2026	Admin Team	Facilitated group feedback on SPSA sections, Reviewed SPSA goals and strategies
2/11/2026	SSC & SELLS	Facilitated group feedback on SPSA sections, Discussed proposed expenditures and priorities
3/11/2026	SSC & SELLS	Conducted mid-year or final SPSA review
4/15/2026	SSC & SELLS	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$257,759
Total Federal Funds Provided to the School from the LEA for CSI	\$60,079
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,185,855

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 Resource 3010	\$194,150
Title I Parent & Family Engagement Resource 3010	\$3,530
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$60,079
SUBTOTAL OF FEDERAL FUNDING:	\$257,759

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,185,855

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$34,800
LCFF Equity Multiplier Resource 7399	\$207,347
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$178,957
Community Schools Grant (CCSPP) Resource 6332	\$264,227
Proposition 28 (Arts & Music in Schools) Resource 6770	\$92,764
SUBTOTAL OF STATE & LOCAL FUNDING:	\$928,096

2026-27 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: 6/24/2026

School Mission and Vision

VISION: Frick SOL partners with families and community to create a space where students can practice cultural humility to build friendships across cultures and languages, embrace and celebrate difference, recognize and disrupt racial oppression, and feel safe and confident to take the risks necessary to challenge and reimagine current systems as they act as agents of change in their community and the world.

MISSION: Frick SOL, a public middle school in East Oakland reflects and embraces the full range of diversity and multilingualism Oakland provides. We ensure all students:

- ~are Academically Proficient and have access to an innovative, rigorous and responsive learning environment
- ~value Bilingualism/Biliteracy and have multiple opportunities to read, write and speak in two or more languages
- ~feel a sense of Cultural and Identity Belonging and grow a positive sense of their own cultural identity, and an ability and openness to interact across cultures
- ~embody Social-Emotional Literacy and learn to master self and social awareness, responsible decision-making and relationship skills

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.6%	18.4%	71.2%	1.5%	3.1%	16.8%	99.7%	61.5%	26.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.5%	1.0%	1.8%	1.0%	0.3%	0.5%	99.7%	25.3%	83.4%

1B: GOALS & IDENTIFIED NEEDS

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

English Language Arts Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-154.8	-164.8	-153.8	-104.80	-105.0
SBAC ELA Participation	All Students	96.4%	96.9%	94.6%	95.0%	97.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	31.3%	42.8%	43.1%	52.8%	62%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-202.9	-211.4	-199.0	-152.9	-142.0
SBAC Math Participation	All Students	88.7%	88.7%	93.9%	95.0%	97%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.0%	1.7%	2.3%	11.7%	20.0%
California Science Test (CAST) Participation	All Students	96.2%	93.0%	94.2%	95.0%	97.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

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

Identified School Need: 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-181.9	-193.5	-200.1	-104.8	-105.0
SBAC ELA Distance from Standard Met	African American Students	-135.4	-153.8	-134.0	-85.4	-86.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	82.8%	80.4%	82.5%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-239.0	-245.5	-235.8	-152.9	-150.0
SBAC Math Distance from Standard Met	English Learners	-225.7	-233.3	-215.4	-175.7	-170.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	5.8%	3.5%	6.6%	10.0%	15.0%
LTEL Reclassification	Long-Term English Learners	10.3%	7.2%	12.6%	20.0%	25.0%

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

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

Identified School Need: 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	2026-27 New Target
Student Connectedness to School	All Students	45.4%	44.0%	33.4%	55.4%	60.0%

Out-of-School Suspensions	All Students	12.0%	13.6%	16.3%	10.0%	10.0%
Out-of-School Suspensions	African American Students	21.0%	32.7%	37.3%	11.0%	10.0%
Out-of-School Suspensions	Special Education Students	14.9%	21.9%	22.7%	7.0%	5.0%
Chronic Absenteeism	All Students	81.9%	42.8%	43.7%	50.0%	40.0%
Chronic Absenteeism	African American Students	87.1%	60.3%	62.1%	50.0%	40.0%

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 School Need:	School Teacher Retention Rate					
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	71.4%	68.1%	72.1%	75.0%	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	Establish a safe and predictable learning environment by promoting schoolwide expectations for academics and behavior.	Frick United Academy of Language currently has only one classroom teacher vacancy. This is the closest in the history of our school that we have been to being fully staffed. Having only one 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 school wide expectations for academics and behavior. This has been due to having Math and Science Intervention, Newcomer support, Extended Contracts for Teachers and Staff, 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.	Frick United Academy of Language has not yet established mastery based grading as a school wide practice and expectation. As we move closer to be being fully staffed and have returning teachers, we plan to move toward this goal.
<i>LCAP Goal 3:</i>	Build and implement common language and strategies around positive school culture.	Through robust Coordination of Service and Culture Teams that work 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).	Professional Learning around Socio-Emotional Learning is provided regularly and has been well received by teachers and staff who have participated. Our Instructional Leadership Team provides Professional Learning to support the growth in establishing and strengthening common instructional practices so that our teachers and staff can prepare for implementation of mastery Based Grading in the near future.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	Establish a safe and predictable learning environment by promoting schoolwide expectations for academics and behavior.	As our teacher and staff retention has increased, we are able to build upon the progress toward establishing a safe and predictable learning environment and promoting school wide expectations. During the 2025-26 we have experienced an increase in physical conflicts with students and are working to identify root causes and support students to solve conflicts peacefully.
<i>LCAP Goal 2:</i>	Establish Mastery Based Grading as a schoolwide practice and expectation.	Frick United Academy of Language has not yet established mastery based grading as a school wide practice and expectation.
<i>LCAP Goal 3:</i>	Build and implement common language and strategies around positive school culture.	Building and implementation of common language and strategies around positive school culture is in progress.
<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).	Our Instructional Leadership Team plans and provides Professional Learning to support the growth in establishing and strengthening common instructional practices so that our teachers and staff can work toward implementation of mastery Based Grading in the near future.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Frick United Academy of Language

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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 strategies and actions of the current SPSA has been successful so far. Although we have not yet met all of the goals we set, we are making progress toward them.

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

The strategies and actions that FUAL has used to achieve the articulated goals have been effective so far. The California School Dashboard shows that FUAL has made progress in the areas of English Language Arts, Mathematics, Science, and English Learner Progress. In addition, the California School Dashboard shows that FUAL has decreased chronic absenteeism.

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 at this time.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Extra time and/or overtime for Classified Support Staff</p>	<p align="center">Student Connectedness to School</p>	<p>Provide childcare and translation services at school-wide events, such as grade level events and Family Workshops, so that families can engage in their child's learning.</p>	<p>Evidence indicates that this activity is successful. At FUAL we have successfully held 29 Family Engagement Events so far this school year. Currently 21 additional Family Engagement Events are on the calendar for the second half of the school year and more events will be added.</p>	<p>Continue this activity because it has been successful.</p>

School Supplies for students	Chronic Absenteeism	Provide school supplies for students so they are prepared to attend school and engage in learning.	Evidence indicates that this strategy is successful. School Supplies have been purchased and provided for FUAL students. The California School Dashboard shows that our school's chronic absenteeism has declined 0.6%.	Continue this strategy because it has been successful.
Fund 30% of Science Intervention Teacher position	CAST (Science) at or above Standard	Teach Science Intervention classes to Newcomer students and also an Advisory Class to General Education students.	Evidence indicates that this strategy is successful. The Science Intervention Teacher at FUAL is teaching classes to Newcomer students in grades 6, 7, and 8 and also an Advisory Class to General Education students in grade 7. The California School Dashboard shows that our CAST scores improved with an increase of 4.7 points.	Continue this strategy because it has been successful.
Fund 90% of Math Intervention Teacher position	SBAC Math Distance from Standard Met	Teach Math Intervention classes to general education students and also teach an Advisory Class.	Evidence indicates that this strategy is successful. The Math Intervention Teacher at FUAL is teaching classes to 7th and 8th grade general education students and also an Advisory Class to general education students in 6th grade. The California School Dashboard shows that FUAL's SBAC Math scores have improved with an increase of 7.3 Points.	Continue this strategy because it has been successful.

Light Refreshments	Student Connectedness to School	Provide light refreshments for families during school events to increase family engagement.	Evidence indicates that this activity is successful. FUAL has been able to provide light refreshments for families during school events. Feedback/Surveys from prior years indicate that providing a welcoming environment with refreshments significantly lowers barriers to attendance. To date, Title I funds for this activity remain unexpended but upcoming family engagement events are scheduled.	Continue this activity because it has been successful.
Extended Contracts (Tutoring, additional PD).	Reading Inventory (RI) Growth of One Year or More	Provide extended contract payment to teachers who facilitate tutoring after-school or enrichment opportunities after-school.	Evidence indicates that this strategy has been successful. According to the California School Dashboard, Frick United Academy of Language has made progress in English Language Arts, Mathematics, English Learner Progress, and Science. All academic progress named requires literacy skills. This strategy will continue.	Continue this strategy because it has been successful.

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

School: Frick United Academy of Language	SCHOOL ID: 219
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3: SCHOOL STRATEGIES & ACTIVITIES [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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Students engage daily in standards-aligned tasks from the adopted curriculum.	All Students	Academic	Tier 1 - Universal
1-2	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	All Students	Academic	Tier 1 - Universal
1-3	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	All Students	Academic	Tier 1 - Universal
1-4	Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-5	Teachers engage in regular 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; and attend Foundational Curriculum PD through Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-6	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, and attend Foundational Curriculum PD through Standards & Equity Institute	All Students	Academic	Tier 1 - Universal
1-7	Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTE goals.	All Students	Academic	Tier 1 - Universal
1-8	Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal

1-9	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	All Students	Academic	Tier 2 - Supplemental
1-10	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	All Students	Academic	Tier 2 - Supplemental
1-11	Schools monitor progress of students receiving Tier II literacy or math support.	All Students	Academic	Tier 2 - Supplemental
1-12	Students with foundational skill needs engage in systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS).	All Students	Academic	Tier 3 - Targeted
1-13	Schools monitor progress of students receiving literacy support and 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 - Targeted

LCAP Goal 2: Within three years, 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	Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
2-2	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. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	English Learner Students	Academic	Tier 2 - Supplemental
2-5	Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	English Learner Students	Academic	Tier 3 - Targeted
2-6	Ensure dually identified students have a language goal in their IEP.	Special Education Students	Academic	Tier 1 - Universal
2-7	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal

2-8	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
2-9	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
2-10	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted

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

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	Publishes comprehensive policies (around tardy, electronics, dress code, referrals, detention, 8th grade promotion) in updated school handbooks to be distributed to students and families. Publish staff handbook.			
3-7	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal

3-8	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
3-9	Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	All Students	Behavioral	Tier 2 - Supplemental
3-10	Uses a universal screener to identify students needing additional support.	All Students	Behavioral	Tier 2 - Supplemental
3-11	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Engages in coaching with individual teacher	All Students	Behavioral	Tier 3 - Targeted
3-13	Uses Student Success/Support Team process to plan intentional support systems and structures.	All Students	Behavioral	Tier 3 - Targeted
3-14	Establishes case management team to work with specific students	All Students	Behavioral	Tier 3 - Targeted

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	All teachers will actively conduct common cycles of inquiry based on student data in their respective department	All Students	Academic	Tier 1 - Universal
4-2	All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	All Students	Academic	Tier 1 - Universal
4-3	Advisories create a responsibility for a set of students, creating community	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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	Analyze classroom work, observation data, and learning walk data	African American	Academic	Tier 1 - Universal
5-2	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</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	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	English Learner Students	Academic	Tier 1 - Universal
6-2	Students are given content language objectives in order to engage in language integrated learning in every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal
6-3	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	English Learner Students	Academic	Tier 1 - Universal
6-4	ELLs learn how language works in their D-ELD classes focused on part II ELD standards using OUSD teacher created materials aligned to EL Ed and Nat Geo material for newcomers. (ELLMA Essential Practice 2.4)	English Learner Students	Academic	Tier 1 - Universal
6-5	Students demonstrate increased mastery of D-ELD Part II standards as assessed by curriculum-embedded assessments (writing), including interim assessments. (2.4)	English Learner Students	Academic	Tier 1 - Universal
6-6	Analyze ELL student writing at least 3x year to determine growth in Part II ELD Standards. (ELLMA EP 2.3)	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers provide content language objectives in order to integrate language learning into every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 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 a comprehensive After School Program for FUAL students.	\$178,957	After School Education & Safety (ASES)	5825	Consultants			0.00			Uses Student Success/Support Team process to plan intentional support systems and structures.	219-1
Pay for the total cost of a full-time Art Teacher	\$77,852	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10527	Teacher Bilingual	0.60			Expose students to culturally relevant texts and teaching methodologies	219-2
Provide materials and supplies for Family Art Night	\$2,875	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Maintain high expectations implemented with fairness absent from enabling learned helplessness.	219-3
Provide materials and supplies for Family Art Night	\$6,000	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies			0.00			School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	219-4
Transportation for Art Field Trips	\$6,037	Arts & Music in Schools (Proposition 28) Carryover	5825	Consultants			0.00			Expose students to culturally relevant texts and teaching methodologies	219-5
Pay for a percentage of a Restorative Justice Facilitator's total cost to provide a full-time staff	\$51,521	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	9549	Restorative Justic Facilitator	0.40			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	219-6
Pay for 60% of the total cost (0.6 FTE) of a Community School Manager	\$117,998	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	6429	Program Mgr Community School	0.60			School-wide PBIS or Positive Behavior Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	219-7
Pay for 25% of the total cost (0.25FTE) of a Community School Manager	\$51,508	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7934	Program Mgr Community School	0.25			School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	219-8
Pay for 30% of the total cost (0.3 FTE) of a Spanish Bilingual Family Liaison	\$43,200	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	7911	Liaison Family Parent	0.30			Uses Student Success/Support Team process to plan intentional support systems and structures.	219-12
Extended contracts for classified staff and teachers	\$20,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends			0.00			Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	219-14
Pay for 20% (0.2 FTE) of a Spanish Bilingual Case Manager	\$17,864	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	10937	Case Manager 20	0.20			Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	219-15
Contract with EBAC for \$25,000 for Staff Wellness Consultant	\$22,215	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants			0.00			School-wide PBIS or Positive Behavior Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	219-17

PROPOSED 2026-27 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 a comprehensive After School Program for FUAL students.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	219-18
Hire a 0.8 FTE Teacher on Special Assignment to provide coaching to teachers, lead a PLC, be a member of ILT, and plan and facilitate PD.	\$135,893	LCFF Equity Multiplier Carryover	1119	Certificated Teachers on Special Assignment Salaries	10940	TSA 10Pay	0.80			Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	219-19
Provide a Spanish-bilingual Case Manager to hold a student caseload and support the Attendance, Culture, and Newcomer Teams.	\$71,455	LCFF Equity Multiplier Carryover	2405	Clerical Salaries	10937	Case Manager 20	0.80			Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	219-21
Provide extended contract opportunities to teachers for direct service to students, collaboration, and planning.	\$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTE goals.	219-22
Provide funds for fees and transportation for student field trips	\$14,800	LCFF Supplemental	5826	External Work Order Services			0.00			Expose students to culturally relevant texts and teaching methodologies	219-23
Hire a 0.8 FTE Literacy TSA to support teachers and improve student literacy scores	\$131,719	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10938	TSA 11Mon 12Pay	0.80			Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	219-24
Provide a 0.75 FTE CSM to Lead COST and Attendance Teams	\$154,524	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7934	Program Mgr Community School	0.75			Schools monitor progress of students receiving literacy support and refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	219-25
Hire a full-time Library Tech to provide access to library to students	\$93,621	Measure G, Library Support	2205	Classified Support Salaries	8151	Library Technician	1.00			Expose students to culturally relevant texts and teaching methodologies	219-26
Hire a Spanish Teacher to provide instruction to students	\$74,198	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	4274	Teacher Structured Eng Immersn	0.60			Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	219-27

PROPOSED 2026-27 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 a 0.4 FTE RCSCM to Lead the Culture Team	\$78,665	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2305	Classified Supervisors' and Administrators' Salaries	6429	Program Mgr Community School	0.40			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.	219-28
Provide a 0.10 FTE Spanish Bilingual Family Liaison to support student retention and support positive school culture.	\$14,400	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	7911	Liaison Family Parent	0.10			Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	219-29
Purchase materials and supplies for two Spanish classes and one Art class	\$3,770	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies			0.10			Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	219-30
Pay teachers for time outside of contractual hours to translate at parent engagement events	\$1,200	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends			0.10		Reading Inventory (RI) Multiple Years Below Grade Level	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	219-31
Pay classified support staff for time outside of contractual hours to translate at parent engagement events	\$1,330	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.10		Student Connectedness to School	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	219-32
Purchase light refreshments for parents and families during parent engagement events	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.10		Student Connectedness to School	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	219-33
Pay for 30% of the total cost (0.3 FTE) of a Science Intervention Teacher	\$31,914	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4748	Teacher Structured Eng Immersn	0.10		CAST (Science) at or above Standard	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	219-34
Pay for a full-time Math Intervention Teacher	\$80,188	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	10939	Teacher Education Enhancement	0.10		SBAC Math Distance from Standard Met	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	219-35
Pay for 60%-65% of the total cost (0.6-0.65 FTE) of a Restorative Justice Facilitator	\$77,281	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	9549	Restorative Justic Facilitator	0.10		Out-of-School Suspensions	School-wide PBIS or Positive Behavior Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	219-36



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.

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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, and Family Workshops and Parent Affinity Groups.

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 Bay Area Community Resources (BACR) 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 27, 2025 and will be in effect for the period August 11, 2025 through May 31, 2026.

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

Amapola Obrera	<i>Amapola Obrera</i>	8.27.25
Name of Principal	Signature of Principal	Date

[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.

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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, y Grupos de afinidad de 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 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 Bay Area Community Resources (BACR) 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 27 de agosto de 2025 y estará vigente durante el período del 11 de agosto de 2025 al 31 de mayo de 2026.

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

Amapola Obrera

Nombre de la directora

Amapola Obrera

Firma de la directora

27.8.25

Fecha

[Por favor, vincule el Pacto entre la escuela y los padres a este documento.](#)



FRICK UNITED ACADEMY OF LANGUAGE

School-Parent Compact 2025-26

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 2025-26 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.

The 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
- The 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 27, 2025, and will be in effect for the period of August 11, 2025 to May 31, 2026.

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 of this current school year.

Amapola Obrera
Principal's Name

Amapola Obrera
Signature of Principal

August 27, 2025
Date

Pacto entre la escuela, los padres, y estudiantes 2025-26

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 2025-26.

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.
- The 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 27 de agosto de 2025, y estará vigente durante el período del 11 de agosto de 2025 al 31 de mayo de 2026.

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 2025.

Amapola Obrera

Nombre de la directora

Amapola Obrera

Firma de la directora

August 27, 2025

Fecha



Strategic Resource Planning (SRP)

FUAL
School Site Council Membership Roster
2025-2026

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					
YESENIA CASTRO-MITCHELL		x				2
ALLEGRA MITCHELL		x				2
CYNTHIA WALLACE		x				2
CHRISTINA ANDERSON			x			2
TRACEY SINGLETON				x		1
Marie-Cristal Auger				x		2
VERNETTA WOODS				x		1
MAYRA GUTIERREZ				x		1
BEATRIZ CENTENO				x		1
Highlighted names are Aeries verified-SMT*						

SSC Meeting Schedule: (Day/Month/Time)	SECOND Wednesday of the month at 4:30 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.

